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ABSTRACT

This Resource Manual is one of the four components of "The Employer's Choice," a research-based, multimedia set of instructional materials to prepare students for job market success. ("The Employer's Choice" is part of the "Connections" package, which represents a synthesis of significant work on education and employment and presents a coordinated set of resources to assist school administrators, counselors, teachers, and employers in helping students in their school and work transitions.) This resource manual contains an instructor's guide that provides strategies for implementing "The Employer's Choice" materials and a set of black line masters for all consumable student materials. The instructor's guide describes the three components of "The Employer's Choice": "Priorities That Count," "The Job Search," and "On the Job." Information is provided on the purpose, outcomes, benefits, users, background, focus, components, use, preparation, distribution, outline, and teacher role for each of the modules. Suggestions for teaching each of the modules also are provided. Student handouts and worksheets are included for duplication/distribution and teacher use. (KC)

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The Employer's Choice
Resource Manual

The National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210-1090

1987

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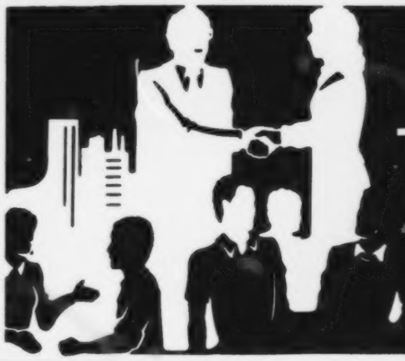

The Employer's Choice Instructor Guide

The Employer's Choice: Instructor Guide

The Employer's Choice:
Instructor Guide

Connections
School and Work Transitions

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Instructor Guide

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FOREWORD

Current labor market trends suggest that improving the school and work transitions of youth is a national priority. Over 25 percent of our nation's youth drop out of high school before they graduate. In large cities, the dropout rates are even higher at approximately 50 percent. Of those who do graduate, about 30 percent make high school graduation the end of their formal education and the starting point for work. These dropouts and recent high school graduates represent an entry-level labor pool that is changing in composition as we move toward the year 2000.

In the next 15 years, the proportion of the labor force in the 16 to 24-year age range is predicted to decline from 30 percent to 16 percent, and the youth who are in this age range are likely to be the kinds that employers have been able to overlook in the past—poorly motivated, lacking basic skills, and unprepared for the responsibilities and demands of work.

For students, their parents, the community, and society as a whole, the costs of inadequately prepared high school graduates and disconnected youth are high, relating to problems that include poverty, alcohol and drug abuse, pregnancy, single parenting, crime, and unemployment. For employers, the costs can make it impossible for their firms to compete in today's world markets—a competition that requires firms to have competent, skilled workers who will be productive and easy to train.

Clearly, schools must become more effective in preparing students to succeed in work that is appropriate and satisfying to them and their employers. And, they must enlist the support, expertise, and wisdom of business, industry, and the community to help them in preparing youth for school and work transitions.

The National Center for Research in Vocational Education has over 20 years of research, development, implementation, and dissemination experience directed at connecting students to work. The CONNECTIONS package, which represents a synthesis of significant work on education and employment, presents a coordinated set of resources to help school administrators, counselors, teachers, and even employers help students in their school and work transitions. CONNECTIONS includes a connector's resource guide, classroom materials including a videotape, a Credentials for Employment document and career folder, and two career information guidebooks. Two orientation videotapes are also included in the package: a 30-minute documentary entitled "A National Perspective on Youth Employment," and a 10-minute orientation to the package topic and components entitled "Introducing Connections."

Resources

The Connector's Guide contains a set of 7 resources for administrators, counselors, teachers, and employers that offer strategies and techniques for effecting successful youth transitions. Individual resources in this looseleaf *Connector's Guide* are as follows:

- *Introduction to Connections* presents program coordinators with the background information, philosophy, components, and use of the CONNECTIONS materials.

- *An Action Guide to Youth Employment* presents recommendations for effecting positive youth transitions from school to work, strategies for implementing the recommendations, and research findings and data that support the recommendations.
- *Assessing and Planning with Students* outlines the overall processes for assessing students' needs, skills, attitudes, and interests and in developing individual career plans.
- *Involving the Community in Transitions* outlines steps in planning and implementing school-community linkages and the competencies needed by school-community coordinators.
- *Placing Students in Jobs* provides an overview of steps needed in developing, implementing, and evaluating placement programs.
- *Following Students into the World of Work* focuses on steps in planning follow-up studies, data collection, and reporting, as well as developing and delivering follow-through services.
- *Resources for Connections* identifies print materials that support the CONNECTIONS resources.

Curriculum Materials

The Employer's Choice is a research-based, multimedia set of instructional materials to prepare students for job market success. Individual components of *The Employer's Choice* are as follows:

- *Priorities That Count* uses data from completed employer questionnaires to illustrate how employers are influenced to hire and retain workers. Through selected activities, students are led to develop a realistic view of employer standards and to make plans for acquiring the skills employers want.
- *The Job Search* uses a videotape of simulated job interviews together with job applications to present facts about employers' responses to applicants at each stage of the job hiring process. By assessing the videotaped interviews and by role-playing the job application and interview process, students learn to perfect their job search techniques.
- *On the Job* uses a series of case studies to present the real-life situations and experiences young people encounter in getting a job, becoming an insider, training at the work site, and leaving a job. As students examine the consequences of various behaviors and attitudes, they begin to develop their own strategies for navigating the job market.
- *Resource Manual* contains an Instructor's Guide that provides strategies for implementing *The Employer's Choice* materials and a set of black line masters for all consumable student materials.

Work Skills is a set of competency-based instructional materials written for low-level readers, that prepares students with specific job search and job keeping skills. The components of *Work Skills* are as follows:

- *Orientation to the World of Work* provides practical, thought-provoking activities to help students analyze, plan, research, and decide why and how they will work.

- *Job Search Skills* provides detailed instruction for developing the skills necessary to prepare resumes, find job leads, complete job applications, interview for jobs, and assess job offers.

- *Work Maturity Skills* provides detailed instructions for developing the competencies employers want their employees to have as they work on the job.

- *Resource Manual* contains an Instructor's Guide that provides strategies for implementing the *Work Skills* materials and a set of black line masters for all consumable student worksheets.

Career Passports is a concise, systematic process for developing experience-based resumes. The components are as follows:

- *Student Workbook* contains worksheets for recording personal data, work and non-work experience; the skills, knowledge, and attitudes gained through these experiences, and other information that would be useful to employers or college admissions persons.

- *Leader's Guide* outlines the rationale, purpose, and step-by-step process for guiding students in developing Career Passports.

Documentation

Credentials for Employment is a certified record of the student's aptitudes, achievements, job skills, and work habits and behaviors. Completed by teachers, guidance counselors, employers, and community people, this document serves as evidence of the student's preparedness for work.

Supportive Materials

The *Career Portfolio* is a folder to hold documents that reflect the student's qualifications for work. A list of key documents for students to assemble appears on the front of the folder.

Additional Resources

Career Information in the Classroom is an inservice training resource designed to help K-12 teachers use the *Occupational Outlook Handbook* to infuse career information into their classroom curriculum.

Dignity in the Workplace: Labor Studies Curriculum Guide for Vocational Educators presents background information and a variety of activities for infusing labor studies into the curriculum. Student materials include 7 modules and numerous fact sheets on unions, industries, and the economy.

The National Center wishes to acknowledge the leadership provided to this effort by Dr. Robert E. Taylor, recently retired Executive Director. Appreciation is also extended to the

National Institute of Education for funding much of the research and effort that has gone into *The Employer's Choice* materials, the Department of Labor for similar funding of *Work Skills* and the National Institute for Work and Learning for their development of the *Career Passport*.

Additional recognition and appreciation is afforded to the Office of Vocational and Adult Education for funding the synthesis effort that has made this package possible. The significant and comprehensive materials on the topic of youth transitions could not have been assembled and developed into usable package components without their support.

Special recognition is due the following National Center staff who played major individual roles in the development of the CONNECTIONS package: Richard J. Miguel, Associate Director of Applied Research and Development, and Robert D. Bhaerman, Project Director, for leadership and direction of the project; and Bettina A. Lankard, Program Associate, for synthesizing and developing the documents; Robert A. Gordon, Research Specialist, and Gary Dean, Graduate Research Associate, for their assistance in synthesizing information; and Jeanne Thomas, for word processing the documents. Appreciation is extended to the National Center editorial and media services personnel for editorial review, graphics, and production of the documents.

Chester K. Hansen
Acting Executive Director
The National Center for Research
in Vocational Education

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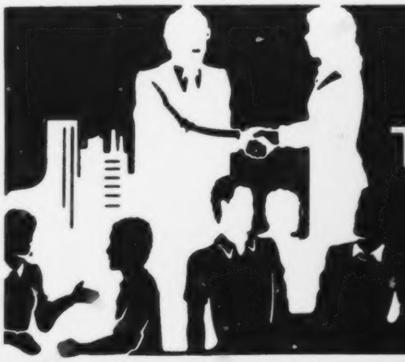
EXECUTIVE SUMMARY

THE EMPLOYER'S CHOICE curriculum materials present research findings and data about employer hiring and retention standards and offer strategies and techniques for preparing students to meet those standards.

The information presented in *The Employer's Choice* is based on a 4-year multidisciplinary research program on education and employment directed by John H. Bishop and conducted by the National Center for Research in Vocational Education. The research, which involved surveys of over 3,000 employers and 1,200 youth, was conducted to learn how employers are influenced to hire and retain youth and how youth succeed or fail to succeed in their attempts to find and keep satisfying jobs with employers. The results of the research and strategies for helping students to perfect the skills they need are presented in *The Employer's Choice*, namely *Priorities That Count*, *The Job Search*, and *On the Job*.

Priorities That Count is based on a study conducted by Richard J. Miguel and Robert C. Foulk. Reports of this study appear in *Youth's Perceptions of Employer Standards: Effects on Employment Outcomes and Employer Evaluations* by Richard J. Miguel and Robert C. Foulk. *In The Job Search* is based on research conducted by Kevin Hollenbeck and reported in *Hiring Decisions: An Analysis of Columbus Employer Assessments of Youthful Job Applicants* and *The Influence of Applicant's Education and Skills on Employability Assessments by Employers*. *On the Job* is based on a study conducted by Jane Reisman, Research Specialist at the National Center, and Kathryn M. Borman, University of Cincinnati. Their report of the study appears in *The Adolescent Worker*, edited by Kathryn M. Borman. Elizabeth M. Penn assisted in writing "Becoming an Insider," *On the Job*.

The Employer's Choice materials were developed with the guidance and support of Ronald Bucknam (project officer), National Institute of Education. They were field-tested and reviewed by teachers, administrators, and guidance counselors in schools in Barnstable County, Massachusetts; Boston, Massachusetts; Columbus, Ohio; Denver, Colorado; Hillsborough County (Tampa), Florida; Oakland, California; and Portland, Oregon.



The Employer's Choice
Priorities That Count

Bettina A. Lankard
Richard J. Miguel

About Priorities That Count

Purpose

The Employer's Choice: Priorities That Count helps students develop a realistic view of employers' hiring and retention standards.

Outcomes

Students learn which factors influence their employability and develop plans for acquiring the qualities employers want.

Benefits

Students will be reassured when they recognize that they already have some personal qualities that employers want. They will be encouraged to see that although employers take note of undesirable qualities, applicants can balance the scale to some extent with more desirable qualities. Students will also learn how, in the world of work, having too many negative qualities usually results in unemployment.

Users

The Employer's Choice: Priorities That Count is intended for high school students who are or soon will be seeking full-time or part-time employment.

Background Facts

The information presented in *The Employer's Choice: Priorities That Count* is based on the results of a survey that involved over 500 employers from across the country. The employers in the survey were given a questionnaire and were asked to indicate how they would be influenced to hire or retain people who demonstrated the behaviors or characteristics listed in the questionnaire.

The employers' considerations were in relation to the following factors:

- Education and training
- Work experience
- Application
- Interview
- Job performance
- Effort
- Attitude

Focus

The activities in *The Employer's Choice: Priorities That Count* direct students to—

- complete the same questionnaire that employers completed,
- compare their responses with employer responses,
- judge the accuracy of their perceptions, and
- identify what they should do to meet employers' standards and increase their employability.

Components

To manage student use of *The Employer's Choice: Priorities That Count*, you will need three components:

- this part of *The Employer's Choice: Instructor Guide* which explains the content and use of *The Employer's Choice: Priorities That Count* student guide, and describes your role in managing its use.
- *The Employer's Choice: Priorities That Count* student guide which leads students to answer three key questions: What counts toward getting hired? What leads to getting fired? How can you meet employers' standards?
- black-line masters of the employer questionnaire and other consumable student worksheets which are contained in *The Employer's Choice: Resource Manual.*

Use

The Employer's Choice: Priorities That Count can be used in a variety of high school classroom settings—business, career education, and English classes, for example—and as a guidance tool. The estimated user time is five hours (or classroom periods), which can be allocated over a one- to two-week period.

Preparation

Reproduce copies of all consumable worksheets and the questionnaire using the black-line masters in *The Employer's Choice: Resource Manual*.

Distribution

Distribute to each student one copy of *The Employer's Choice: Priorities That Count* student guide, which is not consumable. Place copies of all consumables in stacks where students can get them as needed, or distribute the copies yourself at the appropriate times.

Priorities That Count: A Walk-Through

Introducing each lesson in *The Employer's Choice: Priorities That Count* is a page that details the following:

- Objective
- Overview
- Worksheets

Students read this page, collect the required worksheets, and then proceed through the entire lesson. The activities in the first chapter—"What Is the Effect of Positive Information?"—lead students to answer these questions:

- How do you *think* employers respond to positive information?
- How *do* employers respond to positive information?
- How well did you estimate employers' responses?
- What do your ratings tell about you?

In the second chapter—"What Are Employers Saying to You?"—students are first *given* answers to two questions:

- What information influences employers the most positively?
- What is the employer saying?

Next, students perform various activities that lead them to *give* answers to two questions:

- What is significant about employer rankings?
- What do you need to tell employers?

The same sequence of questions is presented in the next two sets of chapters:

- "What Is the Effect of Negative Information?"
- "What Is the Employer Saying to You?"
- "What Is the Effect of Negative Job Performance?"
- "What Is the Employer Saying to You?"

The final chapter—"What Are Your Best Chances for Getting and Keeping a Job?"—helps students answer these questions:

- What are your strengths and weaknesses?
- What skills do you need to develop?
- How can you prepare to meet employers' standards?

During the lessons, there are opportunities for group discussions in which students can gain greater perspective about the topics presented. There are also planning activities that help students detail the steps they will take to acquire the qualities employers want.

Your Role

Your role is to help students proceed through *The Employer's Choice: Priorities That Count*. To do this, familiarize yourself with *The Employer's Choice: Priorities That Count*, the worksheets, and the employer questionnaire so that you thoroughly understand the data and concepts presented.

Review with students all instructions presented in *The Employer's Choice: Priorities That Count*. Assist students who have difficulty understanding or following the instructions.

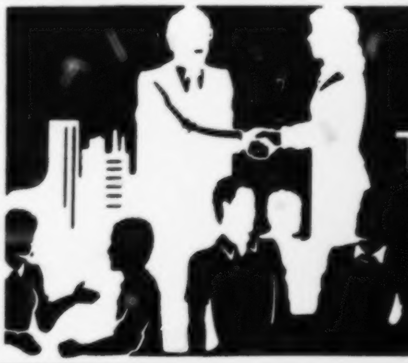
Provide opportunities for group discussion where suggested in *The Employer's Choice: Priorities That Count*. Prompt students to use the questions provided for discussion and to add others as appropriate.

Encourage students to bring up issues that trouble them—for example, what to do about a negative behavior they feel is impossible to overcome. Be ready to counsel students (or refer students to counselors) about steps they can take to overcome a negative behavior.

Suggest that students discuss times that they have been successful—or unsuccessful—in their searches for part-time jobs. Ask them to determine what they might have said or done to cause employers to hire—or not to hire—them.

Supplement the activities in *The Employer's Choice: Priorities That Count* with other resources and activities. For example, invite community business people to your class to explain why they are positively or negatively affected by specific types of information. Engage students in role-playing activities to demonstrate a behavior or attitude. Ask students who are observing to give their responses to the behavior or attitude demonstrated.

Be aware of the opportunity to expand students' awareness of the topics presented in *The Employer's Choice: Priorities That Count* by examining the two other classroom components of *The Employer's Choice*, *The Employer's Choice: The Job Search* and *The Employer's Choice: On the Job*. These two components detail more specifically how employers assess applicants based on their job applications and interviews and how employers respond to the behaviors, attitudes, and performances of workers on the job. All components of *The Employer's Choice* are based on actual data collected from surveyed employers.



The Employer's Choice
The Job Search

Bettina A. Lankard

About the Job Search

Purpose

The Employer's Choice: The Job Search helps you prepare students to apply and interview for jobs in ways that meet employers' expectations.

Outcomes

By using *The Employer's Choice: The Job Search*, students learn to—

- prepare resumes,
- fill out job applications, and
- interview for jobs.

Benefits

Students will be able to approach the job search with confidence, knowing that they have prepared to meet employers' expectations.

Users

The Employer's Choice: The Job Search is intended for high school students who are or will soon be seeking full-time or part-time jobs.

Background Facts

The statistical data upon which *The Employer's Choice: The Job Search* is based were collected through surveys involving approximately 60 students and 850 employers. The surveys were conducted to learn (1) what charactertistics employers consider most important when assessing entry-level job applicants and (2) the relative weight of each characteristic in the employers' final hiring decisions.

Employers who participated in the first survey were given a list of characteristics that they might look for on a job application and were asked to rank the characteristics in order of importance to them. Next, the employers were shown 35 completed applications and were asked to evaluate the persons who completed the applications for positions in their firms.

The applicants varied considerably. Some had good grades; others did not. Some went to a technical college; others were high school dropouts. The ways the applicants completed the applications also varied. Some completed applications were neat; others were sloppy. In some, all the questions were answered; in others, many questions were left unanswered.

The results show which characteristics employers not only look for but actually require in selecting employees on the basis of their job applications.

The purpose of the second survey was to examine factors in the job interview that influence employers either to hire or to reject job applicants. Employers in this study watched a videotape showing 35 staged interviews for clerical, retail, and machine trades jobs. The employers then indicated which applicants they would hire and which they would not. The training, education, and work experience of the applicants for each type of job remained constant across the interviews. Therefore, employers assessed only interview behavior—namely, attitude, language, appearance, mannerisms, and explanation of employment gaps.

The results of this study show which interview behaviors have the most positive influence on employers.

To give students an opportunity to learn if their perceptions of employer hiring standards are realistic, a videotape of staged interviews accompanies this instructor guide. This videotape is similar to the one employers watched in the study, but it is shorter, having only 15 interviews. It does, however, demonstrate the same applicant behaviors and mannerisms as the employers' videotape. Student instructions for watching and assessing the interviews are provided both on the videotape and in an accompanying worksheet.

Focus

The student activities described in this instructor guide help students learn how to impress employers through the job application and then through the interview. Students examine each of these issues by first learning "What Employers Want." In these lessons, students—

- **review** statistical data on current employer practices in assessing job applicants;
- **discuss** employers' reactions to particular information, habits, attitudes, and behaviors; and
- **assess** how to meet employers' selection criteria.

In the lesson "What Job Seekers Can Do," students learn to—

- **plan** strategies for acquiring skills they lack and
- **implement** those strategies through individual and group activities.

Components

To manage student use of *The Employer's Choice: The Job Search*, you will need three components:

- this part of *The Employer's Choice: Instructor Guide* which contains lesson plans that detail your role in preparing students for the job search.
- *The Employer's Choice: What Works in the Job Search*, a companion videotape, which depicts 15 interview scenes in which applicants display various interview behaviors. (Student instructions for watching and assessing the interviews are provided on the videotape.)
- black-line masters for all student handouts and worksheets used in *The Employer's Choice: The Job Search* which are contained in *The Employer's Choice: Resource Manual*.

Use

The Employer's Choice: The Job Search can be used in a variety of high school classroom settings—business, career education, and English classes, for example—and as a guidance tool.

The estimated user time is 14 hours (or classroom periods) allocated over a two- to four-week period.

Preparation

Reproduce copies of all handouts and worksheets from the black-line masters in *The Employer's Choice: Resource Manual*.

Distribution

Distribute copies of the handouts and worksheets to students as needed.

The Job Application

The lessons and activities in this section can best enhance the employability development of your students when the concepts and behaviors are continually reinforced in the classroom. Recommendations for how you might do this include the following:

- Require students to produce written work that is neat, legible, and accurate.
- Insist on good deportment in the classroom by initiating strict guidelines for tardiness, cutting classes, and disruptive behavior.
- Teach work values through classroom instruction, including the importance of meeting deadlines, working cooperatively with others, and respecting authority figures.
- Emphasize basic skills in all classroom studies.

Additional ways to help students expand their knowledge and awareness of today's employment picture are listed next:

- Encourage students to consider adding curriculum options that teach job skills using the basic skills they are already learning in other courses.
- Invite local employers to the classroom to discuss their employment concerns and needs with students.
- Develop ways for students to get non-paid work experience, such as through community volunteer work.
- Design competency profiles that detail students' specific skills and can be attached to students' job applications. (An example of a competency profile is included in the "Instructor References" section of this guide.)
- Serve as an informal contact with employers for students who seek part-time, summer, or post-high school, full-time employment.
- Lead students to examine their attitudes about cultural changes affecting work, such as the role of women in the work force, monetary and societal rewards for different

types of work, the nature of the economy, and job opportunities in the changing market.

- Have students prepare resumes as part of their class assignments so they can attach them to their applications. (Two sample resumes are included at the back of this guide.)

What Employers Want

Lesson Overview: Students will review the types of information requested on a job application and then learn how employers respond to the information they are given. As students analyze and discuss the ways employers assess applicant employability, they will consider the effect that information has on their decisions regarding direction of effort and use of time and energy. They will discuss trade-offs that are sometimes required to meet certain goals, such as the trade-off between study time and work time and between education and work experience. Finally, students will complete applications with an understanding of employer selection criteria and assess their applications using those criteria.

Student Learning Objective	To identify the skills one must reveal on an application to influence an employer positively.
Student Handouts	Handout 1: Items for Evaluating the Applicant Pool Handout 2: Employers' Ranking of Items Handout 3: Employers' Ratings
Student Worksheets	Worksheet 1: Application Form Worksheet 2: A Look at My Application Skills
Instructor Preparation	Reproduce one copy of the handouts and worksheets for each student. Invite local employers to visit the classroom on a given day to critique several students' applications, pointing out the strengths and weaknesses they observe.

Review: Present research data about employer priorities and practices in assessing job applications.

Employer Priorities

Distribute a blank application form (Worksheet 1) to each student to review. Point out that there are four types of data requested on most application forms:

- Personal history
- Education/training
- Work Experience
- References

Read through each section of the application with students, giving examples of information that should be recorded. Ask students to keep their blank applications as they will be completing them at a later time. (If you prefer, collect the forms and distribute them again when students must complete them.)

Explain to students that a recent study determined how employers assess the information presented to them on an application. Selected employers were given a list of 25 items, example shown on the next page, and asked to rank the items in order of importance to them in screening job applications. To enable students to learn if their perceptions of employers' priorities are realistic, distribute to them the same list employers used—Items for Evaluating the Applicant Pool (Handout 1).

Ask students to read the list and number the items in the order they think reflects the employers' priorities. Explain that the number 1 should be given to the most important item, the number 2 to the next most important item, and so forth.

Items for Evaluating the Applicant Pool

- Accuracy on application form
- Appearance of application form
- Applicant's age
- Bondability
- Criminal record
- Driver's license
- Education level
- Employment
- Friend(s) working at firm
- Gaps in employment
- Good spelling on application form
- Kinds of duties performed in previous jobs
- Kinds of jobs held
- Location of schools attended
- Number of jobs held
- Qualification for Targeted Jobs Tax Credits
- Reasons for leaving previous jobs
- Recommendations from past employers
- Recommendations from personal friends
- Reputation of past employers
- Reputation of schools attended
- School grades
- Specific vocational skills
- Vocational training receive[illegible]ETA
- Vocational training received in school

Then distribute the list of items as rank ordered by employers, Employers' Ranking of Items (Handout 2—example shown on the next page).

Review the employers' rankings, pointing out the following:

- Items relating to job skills and performance are rated as the four most important factors considered in screening job applications.
- Three of the top seven items on the employers' list have to do with the way the application is filled out, that is, good spelling, accuracy, and appearance.
- The applicant's level of education and work record were also important to employers.

Note that school grades were not listed in the top part of the employers' list. In your discussion, explain that one reason for this might be because employers have not always been able to obtain this information from schools and therefore discount the characteristic as useful in their assessments.

Next, have students compare their rankings with employers' rankings. Ask the students to place checks before items that

Employers' Ranking of Items

Most Important

1. Reasons for leaving previous jobs
2. Kinds of duties performed in previous jobs
3. Specific vocational skills
3. Kinds of jobs held
5. Good spelling on application form
6. Accuracy of application information
7. Appearance of application form
8. Education level (e.g., high school diploma)
8. Number of jobs held
10. Gaps in employment
11. Recommendations from past employers
12. Criminal record
13. Vocational training received in school
14. School grades
15. Applicant' age
16. Employment status at time of application
17. Vocational training received in CETA
17. Reputation of past employers
19. Bondability
20. Reputation of schools attended
21. Friend(s) working at firm
22. Driver's license
23. Recommendation from personal friends
24. Location of schools attended
25. Qualification for Targeted Jobs Tax Credits

Least Important

were among the top 10 on the employers' list but not among the top 10 on their lists.

Point out that students should not underestimate the importance of these items when they fill out applications, since these items are important to employers.

Employer Practices

This section is to help students learn how employers assess the employability of an applicant in response to specific information given on an application. Employers were given a number of completed applications and asked to evaluate the applicants for entry-level positions in clerical, retail, and machine trade jobs. The results of this survey appear in the table on the next page. Distribute to students a copy of this table, Employers' Ratings (Handout 3).

EMPLOYERS' RATINGS

Characteristic	Point Advantage		
	Clerical	Retail	Machine Trades
Presented a neat application instead of one with sloppy handwriting	13	6	5
Maintained an A- grade point average in high school instead of a C- average	11	5	15
Took a co-op program relevant to the job instead of general program	11	12	9
Is a high school graduate instead of a dropout	19	15	10
Took a relevant program and got a diploma or certificate from a postsecondary school rather than doing neither	13	5	15
Maintained an A- grade point average in post-secondary school instead of a C- average	8	2	18
Can type 65 wpm instead of 50 wpm	16	5	NA
Is a high school graduate who has some work experience *but none relevant to the job* instead of a high school graduate who has no work experience	12	19	3
Is a high school graduate who has some work experience *that is relevant to the job* instead of a high school graduate who has no work experience	19	25	18
Has not quit a job compared to a person who has listed "quit" two times as a reason for leaving jobs	5	4	5

Explain that this table shows how employers for each occupation rated the employability of an individual with each characteristic in comparison to an otherwise identical individual without the characteristic. For example, employers of clerical personnel rated a high school graduate as 19 points more employable than an otherwise identical person who did not graduate from high school.

As you review the table, point out the relative importance of the various characteristics to employers' assessments of an applicant's employability. Present the following examples.

Characteristic

Having some work experience that is relevant to the job is the most important characteristic across all occupations; however, it is of greatest importance to retail employers.

Clerical	Retail	Machine Trades
19	25	18

Characteristic

Having a high school diploma affects employability in clerical work more than in retail or machine trades occupations.

Clerical	Retail	Machine Trades
19	15	10

Characteristic

Attending postsecondary school is important for clerical and machine trades applicants, but is less so for retail applicants.

Clerical	Retail	Machine Trades
13	5	15

Characteristic

Having a grade point average of A- over C- is more important for clerical and machine trades applicants than it is for retail applicants.

Clerical	Retail	Machine Trades
11	5	15

Characteristic

Employers valued neatness as more important for the clerical job than for retail or machine trades jobs.

Clerical	Retail	Machine Trades
13	6	5

Characteristic

Having *relevant* work experience (as opposed to some nonrelevant work experience) is more important for machine trades applicants than it is for retail or clerical applicants.

	Clerical	Retail	Machine Trades
Some nonrelevant experience	12	19	3
Relevant work experience	19	25	18

Note that there is a 15 point difference between the 2 characteristics for the machine trades employers. There are only 6 points difference for the retail and 7 for clerical employers.

Discuss: Initiate student discussions of reasons why employers react as they do to information on an application.

Assemble students in a group to analyze employers' reactions. Ask them to discuss questions such as the following:

- Why is having work experience (whether or not it is relevant to the job) important to all employers? Why is it most important to retail employers?
- Why do machine trades employers give so much more weight to relevant work experience than to just any work experience?
- Why do clerical and machine trades employers emphasize grades more than retail employers? What might getting good grades tell about the way a person performs tasks? Which occupations rely more heavily on accuracy in completing tasks? Why might retail employers be more impressed with a person who gets good grades in speech, communication, and human relations classes than with a person who gets good grades in math and science?

- Why is neatness more important to clerical employers than it is to retail or machine trades employers? What is the correlation between the ability to complete an application neatly and the ability to perform clerical tasks?
- Why is the person who has never quit a job viewed more positively than the person who has quit two jobs?
- Why do employers consider applicants who have taken co-op programs that are relevant to the job more employable than applicants who have taken general programs?
- Employers differ in their assessment of applicants who took relevant programs and graduated from postsecondary schools. Why?

Present additional questions to stimulate discussion about the differences among employers in the three occupations. Be sure to point out that although there are differences in the *amount* of importance each type of employer gave to each characteristic, all employers rated applicants who had the characteristics higher than applicants who did not.

Continue the discussion with questions that encourage students to relate the information they have learned about employers to their own personal practices and goals. Ask such questions as the following:

- What trade-offs are you willing to make between study time and work time and between study/work time and leisure time? How will these trade-offs contribute to your employability?
- Would you consider attending postsecondary school more important to your employability than obtaining work experience right after high school? Why? Why not?
- In what instances and after how much time would you consider changing from one job to another? How do you think employers would view frequent job changes? Why?
- In what ways has your past work experience contributed to your employability? What other endeavors or activities could help you become more employable?

Assess: Introduce activities that help students identify the skills they must develop and reveal on a job application to better demonstrate their employability.

1. Ask students to complete the blank applications you gave them, reminding them to keep in mind how employers assess applicant employability.
2. Have students review their own completed applications to determine if what they show on their applications is what employers want to see.

   Suggest that students assess each other's applications and offer opinions about the strengths and weaknesses they observe.

If possible, have local employers visit the class and critique several applications before the entire class, detailing the strengths and weaknesses they observe.

3. Distribute Worksheet 2, A Look at My Application Skills. Ask students to complete Part A of the worksheet. The instructions on the page direct students to list their strengths—the things they do well—in completing an application.

   Tell students to keep their lists handy—organized in a special notebook, taped to a wall, or tacked to a bulletin board—so they can refer to them when they engage in a job search *and* as they continue their high school study. The lists can serve as sources of encouragement as students learn new skills, since the lists provide a reminder that the students already do some things well. As new skills are acquired, students should add them to their lists.

4. Finally, have students consider the areas in which their applications are weak (e.g., grades, work experience, neatness). Direct students to complete Part B of the worksheet, which has them list the skills they must develop to strengthen their job applications.

The next section offers guidelines students can use to prepare for filling out job applications.

What Job Seekers Can Do

Lesson Overview: Students will review ways they can improve their education, training, and work experience records while they attend school and then list their goals for improvement and the steps they will take to achieve those goals. Next, students will review guidelines for completing a job application. Finally, students will prepare model applications that present them to employers in the best possible way. Through these activities, students will learn specific strategies for preparing for and completing the job application part of the job search.

Student Learning Objective	To identify ways to acquire the skills employers look for and to complete a job application in a way that reveals those skills and abilities to the hiring employer.
Student Handout	Handout 4: Guidelines for Completing an Application
Student Worksheets	Worksheet 3: Planning Sheet Worksheet 1: Application Form
Instructor Preparation	Reproduce one copy of the handout and worksheets for each student. (You will need two copies of the application form for each student but you already have one copy for each from the first lesson.)

Plan: Provide a process students can use to detail their plans for acquiring education, training, and work experience.

Education and Training Records

Refer students to their copies of the Employers' Ratings table (Handout 3) presented in the previous lesson, or display the table using an overhead projector.

Point out that the employers gave a high number of employability points for two items related to education and training: getting good grades and completing job-relevant programs.

Grades

Approach the issue of grades from the standpoint of time management. Explain to students that if they want to get good grades so they have an advantage over other job applicants, their time use planning will have to reflect this priority. Point out that learning a subject well enough to get good grades requires a personal commitment to study. Living up to this commitment is difficult without good planning.

Provide students with reasons for planning their use of time. Explain that study time doesn't "just happen." It must be coordinated with all the other aspects of a person's life. That coordination takes careful thought, especially if students want to be involved in many kinds of growing experiences besides their academic pursuits—experiences that include sports, volunteer work, church work, hobbies, and social activities. Knowing how *much* time they need for study will enable students to plan their use of time.

Introduce the planning activity by asking students to estimate how much time they will need each day for study if they are to get good (or better) grades.

Distribute the Planning Sheet (Worksheet 3) to each student. Direct students to the first page of this worksheet, which is a blank weekly calendar page. Ask students to write down for each day the activities they already have scheduled—for example, school work.

Next, ask students to find in each day the hours they have available for study. Remind them to use any study hall hours or free periods they have for study. Then, have them fill in for each day the amount of time they need for study and the exact hours during which they plan to study.

Some students may have a full schedule before they add study time. If so, help them decide which activities in their schedules have the least importance and might be eliminated. Help them understand that many enthusiastic, life-loving people want to do more than they can fit into their lives. Students need to decide what is most important to them. If they want to get jobs that they will enjoy, that are challenging, and that will provide adequate pay, they need to understand that certain priorities must govern their time use.

Job-Relevant Programs

The second item employers looked at most in assessing an applicant's education and training was completion of job-relevant programs. Point out that according to the employers' responses, if students pursue courses and training relevant to jobs they desire, they will have a better chance of finding those jobs.

To help students plan this aspect of their employability development, ask them to review course offerings at their school or a postsecondary institution to identify job-relevant programs.

Then, engage students in a group discussion of the relationship between each course and potential jobs. This discussion can point out correlations that may not be obvious to all students.

Finally, have students turn to page 2 of the Planning Sheet (Worksheet 3) and complete item A which asks them to list two or more courses they might take in the coming year to become more employable.

Relevant Work Experience

Having work experience, especially relevant work experience, gives job applicants a definite advantage. Employers want evidence that the people they hire will work competently and responsibly on the job. Past work experiences can provide that evidence.

Paid Jobs

One way students can acquire relevant work experience is through temporary, summer, or part-time jobs. However, many students select these jobs at random, with little thought of how those jobs will prepare them for subsequent full-time employment. To help students assess what is relevant about available temporary or part-time jobs, ask them to consider the areas in which they hope to work and the tasks typical of each area.

Use the following as examples:

Job Area	**Tasks**
Clerical	Filing Working with office machines
Retail	Serving customers Using cash registers, and charge card devices.
Machine Trades	Repairing machines

Through a class discussion, identify places in the community where a student might work to get experience related to each of the job areas the class listed. List those suggestions for each job area on the chalkboard. Give examples like the following, as needed, to stimulate discussion:

Job Area	**Places of Employment**
Clerical	Retail store office Doctor's office School office Library
Retail	Fast-food restaurants Clothing store Ice cream store Greeting card shop
Machine Trades	Equipment repair shop Auto repair shop Maintenance department of a business, school, or store

After the discussion, ask students to list for item B on page 2 of the Planning Sheet (Worksheet 3) at least 10 places, by name, where they might apply for part-time or summer jobs.

Expand the discussion to include the drawbacks of working part-time during the school year. Focus on trade-offs. Some students may have to choose between work experience and study time or work experience and extracurricular activities. Point out that extracurricular activities can help students develop leadership and other positive characteristics just as study time can lead them to get good grades.

Volunteer Jobs

Point out that volunteer work can provide relevant work experience. Stress the fact that community, church, and social organizations have divisions similar to businesses and that work in these organizations can also provide job-relevant experience. Ask students to list for item C on page 2 of the Planning Sheet (Worksheet 3) at least three types of volunteer activities that would be both personally interesting and relevant to their future careers.

Time Commitment

To provide structure, ask students to decide on the amount of time and the exact days and hours that they could work and/or volunteer. Have them write "work" or "volunteer" in the appropriate slots on the weekly calendar pages or their worksheets.

Students who choose to enhance their employability by volunteering or working part-time will know the exact times they are free. This can help them avoid overcommitments that would reduce their accomplishments in other areas.

Application Form

Planning ahead helps students prepare for jobs they hope to acquire. They begin the actual job search by applying for the job.

To introduce the topic of job applications, refer students to Employers' Ranking of Items (Handout 2) which they received in the first lesson. Ask them to note the items they checked as being more important to employers than they had thought.

Then, distribute Guidelines for Completing an Application (Handout 4). This handout explains how to complete correctly the four major sections of the application—personal history, education and training, work experience, and references.

Direct students to read these tips and then assemble in small groups where they can brainstorm about ways they might improve their responses on the applications they completed earlier.

Tell students they will be given an opportunity to complete another blank application. Give them time to prepare the information they want to appear on that application.

Implement: Initiate a role-playing activity in which students complete an application in a simulated business setting.

Assume the role of employer and have each student enter your "office" to apply for a job. Give each student another job application (Worksheet 1) and a reasonable amount of time to complete it in your presence. Explain that this scene is to be typical of an actual job application situation.

Critique the activity and have students make adjustment on their applications based on your recommendations. Keep the completed applications on file. These applications can serve as models for students to refer to when they are ready to apply for jobs.

The next section will address the job interview.

The Interview

The lessons and activities in this section will best enhance the employability development of your students when the concepts and behaviors are frequently reinforced in the classroom. Recommendations for how you might do this include the following:

- Encourage positive work attitudes and behaviors in the classroom.
- Provide access to labor market information and other resources on employment.
- Give students more opportunities for spoken communication activities in the classroom.

Additional ways to help students develop positive work habits and behaviors are listed next:

- Convene a group of young people who have graduated, dropped out, or are in school and who are currently working. Have them testify to the class about the importance of maintaining good attitudes and behaviors on the job. Ask the speakers to detail the problems they have encountered on the job and how they have dealt with those problems. Encourage working students who changed their behavior (perhaps because they were fired) to explain why they did so and the benefits they have realized because of the change.
- Pair off students to counsel and support each other in their development of employability skills. Have the students role-play interview situations and assess each other, both before and during their job searches. Consult with each pair periodically to gain insight into their successes, failures, and concerns.
- Assess students' specific needs regularly and provide advice to help them overcome such problems as language barriers, transportation difficulties, and so forth.
- Develop competency profiles for you and your students to use in monitoring the development of their employability skills.

- Use cooperative learning strategies in the classroom. Let students teach and learn from each other, enhancing not only their understanding of the subject matter but their ability to work cooperatively with others.
- Structure time for group discussion about the progress students are making in developing good work habits and behaviors.

What Employers Want

Lesson Overview: Students will review, discuss, and analyze the information and behaviors presented in each videotape and then compare their assessments with those of employers. Next, students will study the effect of one negative behavior on employer ratings of an applicant's employability. Finally, students will list personal behaviors they need to adopt to improve their interviewing techniques. These activities will help students recognize the areas they must focus on if they are to gain employment.

Student Learning Objective:	To identify the interview behaviors that positively influence employers.
Student Handouts:	Handout 5: Percentage of Employers Who Would Hire Handout 6: Interviewer Ratings of Job Readiness Handout 7: Items for Evaluating the Interview
Student Worksheets:	Worksheet 4: Interview Assessment Worksheet 5: A Look at My Interviewing Skills
Instructor Preparation:	Reproduce one copy of each handout and worksheet for each student. Secure a videocassette player and monitor and make sure they are set up correctly. Get the videocassette titled "What Works in the Job Search." Get the Key for the Interviews located in the back of this guide. This key identifies the primary behaviors and quality of explanation given in the interviews. View the videotape before beginning this lesson.

Review: Present examples of various interview behaviors for students to watch and assess, along with the research data that show how employers rated the employability of applicants who demonstrated these behaviors.

Employers' Responses to Interviews

Insert the videocassette in the player and distribute one copy of the Interview Assessment (Worksheet 4) to each student. Then, start the videotape. Student instructions for watching and assessing the interviews are given on the videotape.

Employer Reactions to Behaviors

Students will begin by watching three interviews for each of three occupations: clerical, retail, and machine trades (nine interviews in all).

After each interview, stop the tape and have students complete the portion of Part A of their Interview Assessment (Worksheet 4) that relates to the interview they just watched.

After each set of three interviews (one set for each occupation), the videotape narrator tells students to check with their instructor following their worksheet activity.

At this point, engage students in a discussion about the three applicants for the given job (clerical, retail, or machine trades). Dicuss the behavior category students checked for the applicant in each interview and the examples they noted to support their choices. (See the Behavior Key for the Interviews).

Present the following questions to stimulate further discussion about the applicants:

- What behaviors do you think were most positive in each interview? What did each applicant say or do that might make the employer want to hire him or her?
- What behaviors were negative in your estimation? What did interviewees say or do that might make employers reluctant to hire them?
- What clues did applicants give to show they were (or were not) . . .
  —interested in the job,
  —enthusiastic about working,
  —well-prepared for the job, and
  —cooperative?

After the class has seen and discussed all nine interviews, direct students to complete Part B of the Interview Assessment (Worksheet 4). The instructions on the worksheet direct students to rank the five categories of behavior to show the order in which applicants reflecting those behaviors would be hired. Although the students did not see examples of all five behaviors in the three interviews for each occupation, they did see at least one example of each behavior across the nine interviews.

After students have ranked the behaviors, distribute Percentage of Employers Who Would Hire (Handout 5). Explain that the first table shows the percentage of employers who would hire an applicant who demonstrated a specific behavior.

Ask students to compare their rankings with the rankings indicated by the employer percentages. Note that all employers showed bad attitude as the lowest in rank. Differences in employer rankings will be examined further in the **Discuss** section of this lesson.

After students have ranked the interview behaviors and compared their rankings with employers' percentages, restart the tape. Instructions for watching and assessing the next group of interviews are given on the videotape.

Percentage of Employers Who Would Hire

BASED ON BEHAVIOR

Interview	Percentage of Employers Who Would Hire		
	Clerical	Retail	Machine Trades
No negative behavior	90.9	92.9	100.0
Inappropriate appearance	92.9	64.3	100.0
Inappropriate language	15.2	7.7	44.4
Bad attitude	0.0	0.0	11.1
Poor nonverbal behavior	40.6	15.4	75.0

Employer Reaction to Information

Students will now watch two more interviews for each of the three occupations (six interviews in all). In these interviews, the applicants explain the gaps in employment noted on their job applications.

After each set (one set of interviews for each occupation), stop the videotape and have students complete the portion of Part C of their Interview Assessment (Worksheet 4) that relates to the interviews they just watched.

When students have completed this exercise, assemble them in a group and ask them to identify the positives and/or negatives in each interview. Ask them to describe their personal reactions to each explanation of what the interviewee did while unemployed.

Lead students to discuss what the responses revealed to them about the interviewees. What values and attitudes were shown in each interview? Ask students how they think these values and attitudes might affect the applicant's work behavior and performance. Make sure they also consider the influence the occupation might have on the employer's decision.

After students have seen all six interviews and discussed the two applicants for the machine trades job, direct them to complete Part D of their Interview Assessment (Worksheet 4).

The instructions on the worksheet direct students to circle the percentage of employers who they think would hire an applicant with a "good" explanation of time use during a 6-month gap in employment and the percentage who would hire an applicant with a "poor" explanation.

After students have completed their estimates of hiring percentages, direct them to the second table on their Percentage of Employers Who Would Hire (Handout 5). Ask them to compare their estimates with the percentages noted on the table.

Point out that no retail employers would hire an applicant who had given a "poor" explanation for the 6-month gap in employment. However, 50 percent of the machine trades employers and 46.9 percent of the clerical employers would hire the applicant.

Explain that the employers' ratings will be analyzed further in the **Discuss** section of this lesson.

Percentage of Employers Who Would Hire

BASED ON EMPLOYMENT HISTORY

	Percentage of Employers Who Would Hire		
Interview	Clerical	Retail	Machine Trades
6-month gap—"good" explanation	90.9	100.0	100.0
6-month gap—"poor" explanation	46.9	0.0	50.0

Discuss: Initiate student discussion of the messages various behaviors communicate to the employer about an applicant's employability.

Have students look at the Behaviors part of Percentage of Employers Who Would Hire (Handout 5) as a basis for class discussion. Address each of the listed behaviors in the following sequence:

No negative behavior. Point out that even when employers felt the applicants had demonstrated *no* negative behaviors, some of them still noticed characteristics that kept them from wanting to hire the applicants. This fact suggests that employers are somewhat influenced by their individual preferences for certain personality traits and characteristics.

Inappropriate appearance. Point out that inappropriate appearance had a more negative effect on employer ratings of retail applicants than on ratings for clerical and machine trades applicants. Lead student discussion of appearance by using the following types of questions:

- Is it always obvious how to dress appropriately for an interview in a specific occupation? Explain, giving examples of occupations in which there is obviously a right way to dress and those in which this is not so clear. How does knowing about the company help you know what is appropriate? How can friends, family, and employees of the company help you learn what is appropriate?
- Why would employers be most critical of inappropriate appearance in applicants for retail jobs? Why does inappropriate appearance have no effect on the machine trades employers' decisions to hire? Explain why appearance matters most for people who have direct contact with customers.
- Should an individual wear to an interview the clothes that would be worn on the job? Give instances when wearing job clothes at the interview is a good idea and when it is not. Consider the situation and company as well as the type of job. For example, what would be correct attire if you were asked to apply for a mechanic job during your lunch hour from your job at the automobile body shop?
- Is it worth buying a suit for job interviews if you don't own one? How can you make this decision? What printed resources such as magazines and books could you use to help in your decision? What people could help you?

Poor nonverbal behavior. Point to the rating line for nonverbal behavior. Point out that although negative nonverbal behavior was not as offensive as some other negative behaviors, employers' responses varied greatly across the three occupations. To address this issue, ask students the following questions:

- Why is there such a great difference between the percentage of machine trades employers who would hire applicants demonstrating poor nonverbal behavior in the interview and the percentage of retail employers who would make such a hire? Which applicants interact more with people? Which applicants work more with materials?
- How would poor nonverbal behavior affect a retail employee's job performance?
- Why did less than half of the employers say they would hire clerical applicants whose nonverbal behavior was poor?
- How would the poor nonverbal behavior of a clerical employee affect other workers? How would the poor nonverbal behavior of a machine trades employee affect other workers? Who would be affected by the poor nonverbal behavior of a retail employee?

Inappropriate language. In highlighting the employers' responses to this item, note that the employers most offended by inappropriate language were those in retail and clerical occupations. Ask the following questions to stimulate discussion about why inappropriate language was viewed so negatively.

- Why would most employers not hire retail applicants who used inappropriate language? How would such behavior affect sales?
- Why are employers more tolerant of inappropriate language in machine trades applicants? (Even though they are more tolerant, less than 50 percent of the employers say they would hire machine trade applicants who used inappropriate language.) Why do you think this is true? What might language tell about a person's intelligence, ability, or attitude?
- What does the use of inappropriate language signal to employers?
- How might use of inappropriate language affect a person's ability to do a good job in each of the three occupations?

Bad attitude. The interviews demonstrating a bad attitude are the lowest ranked, and the ratings are remarkably consistent across the three occupations. The fact that not one employer in clerical and retail occupations would hire a person with this behavior makes it clear that a bad attitude virtually eliminates the possibility of getting a job. Ask students to discuss why employers feel this way. Pose the following questions to stimulate discussion.

- What effect do you think a bad attitude has on an employee's performance?
- What effect could a bad attitude have on the person's co-workers?
- Can one person's bad attitude affect that person's entire department, or a whole small business?
- What effect on productivity could one person's bad attitude have in a small company? In a large company?

- Why did 11 percent of the employers say they would hire a machine trades applicant who had a bad attitude? Why would employers even consider hiring someone who had a bad attitude? What would employers look for in a machine trades employee that might offset a bad attitude?

Gap in employment history. For this discussion, refer to the Employment History part of the Mean Employability Hiring Percentages (Handout 5). Point out that the percentage of clerical and machine trades employers who would hire the applicant who has a poor explanation of time use is as low as 47-50 percent. None of the retail employers would hire retail applicants who had given a poor explanation of time between jobs. Prompt discussion of this and other points with questions like the following:

- How might attention to productive work during unemployment indicate the applicant's attention to job hours and tasks?
- How does the absence of one employee affect business in each of the three occupations? Within the company? Outside the company?
- What does a good explanation of a gap in employment say about an applicant's sense of responsibility, conscientiousness, and motivation? What does a poor explanation say about the same?

Expand the discussion to include the effect of one negative characteristic on an employer's ratings of an applicant's other, positive characteristics. To show how various behaviors affect the employer's assessment of the applicant, display with an overhead projector (or distribute as a handout) the Interviewer Ratings of Job Readiness (Handout 6). Then ask the following questions:

- Why would one negative behavior or characteristic affect the way employers saw the applicant's positive characteristics?

  For example, the interviewee's education and training were the same in all five interviews in the first set of

INTERVIEWER RATINGS OF JOB READINESS

Applicant Characteristics	No Negative Behavior	Inappropriate Dress	Inappropriate Language	Bad Attitude	Poor Nonverbal Behavior
Education/training	3.61	3.25	3.20	2.91	3.19
Work experience	3.71	3.51	3.20	2.78	3.35
Appearance	4.04	3.43	4.02	3.84	3.33
Grammar	4.11	3.93	1.89	1.69	3.27
Attitude	4.13	3.78	2.33	1.46	3.11
Personality	4.09	3.87	2.76	1.96	2.39
Percentage that would hire	93%	87%	19%	2%	39%

videotapes. However, when that interviewee was inappropriately dressed, the education and training rating dropped. Why do you think this is true?

- Why should employers consider all of the applicant's characteristics when determining the applicant's employability?

Assess: Introduce activities that lead students to identify the behaviors they must demonstrate in the interview to increase their chances of being hired.

Items for Evaluating the Interview

- Attitude
- Punctuality for the interview appointment
- Dress
- Eye contact
- Grammar or language
- Nonverbal behavior
- Independence
- Confidence
- Discussion of information not shown on the application
- Interest in the job
- Personality
- General appearance (grooming)
- Speaking ability
- Reliability

1. Distribute copies of Items for Evaluating the Interview (Handout 7) and A Look at My Interviewing Skills (Worksheet 5).
2. Ask students to complete Part A of Worksheet 5. The instructions on the worksheet direct students to read the items on the handout and list those that they believe they can demonstrate in a positive way.
3. Next, direct students to complete Part B of Worksheet 5, in which they will list the interview skills they believe they most need to develop.

The next section will offer specific guidelines for how students can develop the skills they have identified.

What Job Seekers Can Do

Lesson Overview: Students will review a set of guidelines for interviewing and consider ways to perfect their own interviewing techniques as they participate in class discussion and brainstorming sessions. Next, students will list their goals for improvement and the steps they will take to achieve those goals. Finally, students will role-play various interview scenes to perfect the way they communicate positive behaviors and skills to employers.

Student Learning Objective	To identify steps for developing good interview behaviors and to demonstrate the ability to present those behaviors in the interview.
Student Handouts	Handout 8: Guidelines for Interviewing Handout 9: Script for Role-Playing of Interviews
Student Worksheet	Worksheet 6: Interview Preparation
Instructor Preparation	Reproduce one copy of the first handout and the worksheet for each student. Reproduce only one copy of each script.

Plan: Provide a set of guidelines students can use to detail their own plans for improving their interview skills.

Distribute to each student a copy of Guidelines for Interviewing (Handout 8). This handout outlines the skills one must have to make a positive impression in the interview and to perform well on the job.

Ask students to read the guidelines. Then assemble the class for a brainstorming session, asking students to suggest additional ways to demonstrate competence in each of the skills. Remind students to consider skills that the applicants in the interview videotape demonstrated or failed to demonstrate. As recommendations are given, have students add them to their handouts.

At the end of the brainstorming session, distribute Interview Preparation (Worksheet 6). This worksheet is designed to help students plan what they will do to improve their interviewing skills.

Have students follow the instructions on the worksheet. The instructions direct students to list under each major skill three to five steps they can take to demonstrate their competence in that skill. For example, a student might list under "Dress Appropriately for the Job" the following steps:

1. Hem black skirt.
2. Polish shoes.
3. Get a haircut.

Encourage students to exchange their lists with others to solicit additional ideas on improving their interviewing skills.

Implement: Initiate role-playing activities in which students demonstrate and perfect their interviewing techniques.

Divide the class into five groups for a role-playing activity and give each group one of the following behaviors to demonstrate:

Group #1 - Present a positive appearance.
Group #2 - Communicate a positive attitude.
Group #3 - Use proper language.
Group #4 - Use proper nonverbal communication.
Group #5 - Answer questions correctly, completely, and intelligently.

Next, give each group the appropriate part of the Script for Role-Playing of Interviews (Handout 9) taken from the interview videotape:

Group #1 - Interview #1.
Group #2 - Interview #6.
Group #3 - Interview #7.
Group #4 - Interview #10.
Group #5 - Interview #14.

Ask each group to select one person to read the script and role-play the assigned behavior. Other group members should assess the interviewee, offering suggestions for improvement and noting the positive behaviors demonstrated.

When each group has role-played and assessed its assigned behaviors, have them exchange behaviors and scripts and select other persons to do the role-playing. Continue this pattern until five members of each group have had a chance to role-play the five behaviors, using the five different scripts.

Variations of this process can be introduced by changing the composition of the groups or by having each group role-play for another group.

If possible, arrange for local employers to visit the classroom and critique the students' role-playing activities. This practice will help students develop and refine the interview skills they need to influence employers, hiring decisions.

Instructor References

Competency Profile

A competency profile is a detailed record of the job-related tasks an individual can perform and the competencies he or she has achieved through education and training. A competency profile for a person who has completed a secretarial training program might begin like this:

Competency:

☐ Transcribe and prepare typewritten communications

Tasks:

- ☐ Perform basic typewriting operations
- ☐ Type from recorded dictation
- ☐ Take dictation in shorthand notes and transcribe from notes
- ☐ Perform personal/professional typing
- ☐ Develop typewriting production power
- ☐ Type or prepare copy for reproduction
- ☐ Type for general office functions
- ☐ Prepare and type insurance forms
- ☐ Type manuscripts
- ☐ Proofread and correct typewritten material
- ☐ Type wills and codicils
- ☐ Type legal briefs

Each time a student demonstrates the ability to complete one of the tasks, you would check the box in front of the task description. By keeping such a record in the student's file and by updating it as the student acquires new competencies, you will be able to provide this testimonial of the student's accomplishments for use in the job search.

Resumes

LAURA JENKINS
267 W. Mellon Street
Dayton, Ohio 44720
(513) 775-8840
Birthdate: July 5, 1964

CAREER OBJECTIVE:

To obtain a position in television production with an opportunity to direct.

EDUCATION:

Sept. 1980 - June 1982	Hood Career Center, Dayton, Ohio. Diploma, 1982, fine arts and theater curriculum.
Sept. 1979 - June 1982	Linden High School, Dayton, Ohio. Diploma, 1982, general course curriculum.

SPECIAL TRAINING:

Sept. 1981 - June 1982	Hood Career Center, Dayton, Ohio. Stage Manager. Developed skills in production management and cast supervision.

WORK EXPERIENCE:

Oct. 1983	Good Apple Day Care, Dayton, Ohio. Teacher's Aide. Duties included watching 15 children during play, lunch, and naptime.
Aug. 1983 - Oct 1983	Action Health Spa, Dayton, Ohio. Instructor. Duties included training people to use the equipment properly.
Jan. 1983 - Aug. 1983	Body Junction Health Spa, Dayton, Ohio. Instructor/Aerobics Teacher. Duties included getting people in good physical shape.
Aug. 1982 - July 1983	George Candon Productions, New York, New York. Production Assistant. Duties included helping set up lighting and sound equipment and some modeling.
July 1980	Miss Ohio Pageant, Mansfield, Ohio. Lighting Assistant. Duties included setting up lights for the pageant.

LAURA JENKINS
267 W. Mellon Street
Dayton, Ohio 44720
(513) 775-8840
Birthdate: July 5, 1964

CAREER OBJECTIVE:

To obtain a position in television production with an opportunity to direct.

WORK EXPERIENCE:

Production

Production Assistant/Character Model. George Candon Productions; New York, New York. Set up lighting and sound equipment. Did some modeling. Aug. 1982 -July 1983.

Lighting Assistant. Miss Ohio Pageant; Mansfield, Ohio. Set up lights for the pageant.

Health Spa

Instructor. Action Health Spa, Dayton, Ohio. Trained people to use equipment properly. Aug. 1983 - Oct. 1983.

Instructor/Aerobics Teacher. Body Junction Health Spa, Dayton, Ohio. Assisted people during exercises and training. Jan. 1983 - Aug. 1983.

Miscellaneous

Teacher's Aide. Good Apple Day Care, Dayton, Ohio. Watched 15 children during play, lunch, and nap time. Oct. 1983

EDUCATION:

Hood Career Center, Dayton, Ohio. Diploma, 1982, fine arts and theater curriculum. Sept. 1980 - June 1982.

Linden High School, Dayton, Ohio. Diploma, 1982, general course curriculum. Sept. 1979 -June 1982.

SPECIAL TRAINING:

Stage Manager. Hood Career Center, Dayton, Ohio. Developed skills in production management and cast supervision. Sept. 1981 - June 1982.

Key for the Interviews

Behavior

Clerical Applicant

Interview No. 1: No inappropriate behavior
Interview No. 2: Bad attitude
Interview No. 3: Inappropriate appearance

Retail Applicant

Interview No. 4: Bad attitude
Interview No. 5: Poor nonverbal behavior
Interview No. 6: No negative behavior

Machine Trades Applicant

Interview No. 7: Inappropriate appearance
Interview No. 8: Inappropriate language
Interview No. 9: Poor nonverbal behavior

Employment History

Clerical Applicant

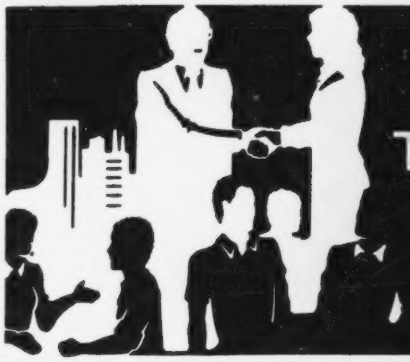
Interview No. 10: Good explanation
Interview No. 11: Poor explanation

Retail Applicant

Interview No. 12: Poor explanation
Interview No. 13: Good explanation

Machine Trades Applicant

Interview No. 14: Good explanation
Interview No. 15: Poor explanation



The Employer's Choice
On the Job

Margaretha Vreeburg Izzo
Bettina A. Lankard

About On the Job

Purpose

The Employer's Choice: On the Job helps students learn successful ways to find, keep, and leave jobs.

Outcomes

Students learn the ramifications of various behaviors and attitudes demonstrated by young workers in the job market and practice positive ways to perform in job situations like the following:

- Getting a job
- Becoming an insider
- Training at the worksite
- Leaving a job

Benefits

Students will be able to see themselves and their actions through the eyes of employers and coworkers and, thereby, make more informed decisions about how they will navigate the job market.

Users

The Employer's Choice: On the Job is intended for high school students who are or will soon be seeking full-time or part-time employment.

Background Facts

The case studies in *The Employer's Choice: On the Job* are based on a study of the early labor market experiences of selected youth during the 12 months following their high school graduation.

During the study, details about how each of these young people found, kept, and left jobs were gathered through on-site observations and in-depth interviews with the newly hired youth and their employers. The experiences of these young people, as told in the case studies, are particularly meaningful because they are the actual experiences of real people.

The types of work sites and jobs where students were observed are listed in the following table.

Field Study of Employed Youth

Types of Industries/Businesses*

Amusement Park
Appliance Service and Sales Shop
Band
Bank
Construction Site
Department Store
Fast-Food Restaurant
Five-Star Restaurant
Gas Station
Health Spa
Hospital
Insurance Company
Military
Motel/Hotel
Nursing Home
Sheet Metal Shop
Small Retail Store
Temporary Service

Types of Jobs

Cashier
Cook
Delivery Person
Entertainer
Exercise Instructor
Food Worker
Maid
Mail Clerk
Manual Laborer
Military Recruit
Office Clerk
Phone Representative
Salesperson
Shop Hand
Teacher's Aide

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*Because many youth obtained jobs at the same type of businesses, fewer than 46 job sites are listed.

Focus

The Employer's Choice: On the Job leads students through these activities:

- Review the steps required to navigate the job market
- Examine case studies to learn what does and does not work in employment
- Analyze why the case study situations turned out as they did
- Recognize the similarities between themselves and the young people in the case studies
- Recognize the patterns of behavior that result in conflicts or difficulties on the job
- Determine what they must do to ensure greater success and satisfaction on the job.

Components

To manage student use of *The Employer's Choice: On the Job*, you will need three components:

- this part of *The Employer's Choice: Instructor Guide* which explains the content and use of the student case studies and describes your role in students' use of them.
- the *What Works on the Job?* student guide which leads students to read information, discuss questions, and perform activities related to getting a job, becoming an insider, training at the work site, and leaving a job.
- black-line master of the application form used in *The Employer's Choice: On the Job*, which is contained in *The Employer's Choice: Resource Manual*..

Use

The Employer's Choice: On the Job can be used in a variety of high school classroom settings—business, career education, and English class, for example—and as a guidance tool.

The estimated user time is 10 hours (or classroom periods), which can be allocated over a one- to two-week period.

Preparation

Reproduce copies of the job application form using the black-line master. This is the only consumable item that students will need.

Distribution

Distribute to each student one copy of *The Employer's Choice: On the Job* student guide, which is not consumable. Place the copies you have made of the job application form in a stack where students can get them as needed.

On the Job: A Walk-Through

Each section of *The Employer's Choice: On the Job* addresses one topic relevant to job market success:

- "Getting a Job"
- "Becoming an Insider"
- "Training at the Worksite"
- "Leaving a Job"

Students begin each section by reading an introduction to the topic and then examining a number of issues related to the topic. For example, after students read the introduction to "Getting a Job," they examine ways of finding job leads, writing a resume, searching for the job, filling out the application, and so forth.

Information about each of the topic issues is presented in the following sequence:

- **Concept**—Information describing the topic issue is presented after this heading. For example, the "Concept" section of "Finding Job Leads" describes a number of steps one can take to find job leads.
- **Case Study**—One relevant case study is presented here. The case study identifies the person involved and describes his or her experience.
- **Questions**—Questions leading students to analyze the case study follow this heading.
- **Focus**—An analysis of key situations and behaviors described in the case study is presented after this heading.
- **Activities**—A variety of activities that students can pursue to acquire necessary skills are presented here. Role playing, interviewing, and research are some of the types of activities suggested.

The following outline identifies the topics and issues addressed in each of the four sections of *The Employer's Choice: On the Job*:

Section 1: Getting a Job

- Finding Job Leads
- Writing a Resume
- Searching for the Job
- Filling out the Application
- Interviewing for the Job
- Selecting the Right Job

Section 2: Becoming an Insider

- Knowing What Is Expected of You
- Understanding the Behavior of Others
- Becoming a Member of the Team

Section 3: Learning at the Worksite

- Knowing How Training Occurs
- Knowing Who Does the Training
- Knowing How Long Training Lasts
- Knowing How You Will Be Evaluated

Section 4: Leaving a Job

- Exploring Reasons Why People Are Fired
- Getting the All-Important Reference
- Requesting the Exit Interview

Your Role

Your role is to introduce the topics presented in each section of *The Employer's Choice: On the Job* and to facilitate student use of the material. To do this, familiarize yourself with the topics and issues presented in each of the sections.

Getting a Job

When introducing this section, explain that although the young workers in the case studies were able to obtain jobs, they might have realized greater job success and satisfaction had they refined their job search methods or techniques.

One recommendation given for improving a job search is to prepare a resume. Many of your students will never have prepared a resume, and some may not see the value of doing so, especially since many entry-level jobs do not require them. Help students understand that the exercise of thinking about their education, work experience, and other qualifications in relationship to a job will be enlightening. Also, point out that a resume is a very convenient and easy way to carry the information needed to fill out an application properly.

You will notice that the resumes in "Getting a Job" are very basic. That is because they are sample resumes from one of the young people in the study—a person who has had limited education and work experience.

If you want to expand your explanation and illustration of resumes, refer to one of the many books on writing good resumes that are available at libraries and bookstores.

Some students may need considerable guidance on how to present themselves well on the application and in the interview. When critiquing students' completed applications, offer suggestions for ways in which they could be improved. Also, engage students in role playing job interviews so they can practice their interviewing techniques. If you can, arrange to videotape the sessions. Replay the tapes for the entire class and critique the scenes, eliciting comments from the class.

Becoming an Insider

What students learn in "Becoming an Insider" will have a large and almost immediate impact on their performance evaluations, retention and dismissal decisions, and raises. Fitting into the workplace is a practical necessity, and in addition, it makes work more pleasant. The introduction to this guide does a thorough job of making the case for fitting in by providing many examples, questions, and activities designed to help students understand that becoming part of the work group is much like becoming part of any other group.

In the case studies, workers exhibit behavior that may seem to have been invented to illustrate how not to become an insider. In fact, many of the workers in the study really did act that way, and they are, in many ways, typical of young workers. Avoid making any derogatory comments about the actions of the students in the case studies because some of your students may have acted in similar ways. In this and in all of the cases presented in *The Employer's Choice: On the Job*, one of your chief goals should be getting students to see themselves and their actions through the eyes of employers and co-workers.

Training at the Worksite

In some ways, the process of training at the worksite overlaps with that of fitting into the job. Training, however it occurs, is part of the adaptation process, and the degree to which it is successful should be reflected in job performance and evaluation.

Young workers may have a tendency to regard formal training programs as "more school" and may bring any negative attitudes they might have toward school into the training program with them. Try to emphasize the difference between school and formal training to them. Training courses are usually very job related, and the material presented is thus crucial to good performance on the job.

It is more likely that a new employee will not encounter formal training programs, but rather will receive on-the-job training delivered by supervisors, co-workers, or both. Again, you should help your students recognize that directions and demonstrations given by coworkers are training. It may be the only kind of training they will get, and often it is not identified as such by a supervisor. Nonetheless, students' success or failure on the job may depend on how well they learn from these informal sessions.

Also, you will probably want to emphasize that it will often be up to the new employee to ask questions and request instructions. Although this may well be seen as the employer's responsibility, it is the young worker who will pay the price if he or she does not manage to learn what is expected. Finally, point out that it is important to ask the right people for direction. The best approach is to find out whom the supervisor wants you to ask.

Students also need help in dealing with evaluation. In school, they know who evaluates them and how they are evaluated. Similarly, they should know the evaluation procedures at work and should be encouraged to ask for this information if necessary.

It is particularly effective to role play meetings in which employers present performance evaluations to employees. Help your students recognize informal feedback, understand its importance, and react to it appropriately.

Leaving a Job

All of the previous materials come together in this final section. The decision or need to leave a job is, in one way or another, affected by the process of getting a job, becoming an insider, and learning on the job.

The first six case studies in this section focus on reasons why workers are fired. The final case studies illustrate how one young employee hurt her chances for a good reference by leaving in an undesirable way and how another employee left in a positive manner, thus assuring himself of a good reference.

Although each case study was selected as an example of one of the points the developers wanted to make, none of them is as simple as it might appear. As you can imagine, each young employee's work history prior to leaving a particular job is affected by a combination of factors. An effort has been made to make this clear to students using this series.

Our aim in this fourth section is, first, to help young workers reduce the frequency with which they leave jobs. This might be achieved through better job choices or through improved communication with co-workers and supervisors. Second, this section attempts to convince youth of the desirability of leaving a job in a proper manner by showing them why it is in their best interest to do so. Finally, some suggestions on how to accomplish this, including how to carry out a successful exit interview, are given.

Questions and Activities

Set aside time for group discussions of the questions presented in each section and for students to engage in the recommended activities. Be present to offer guidance and help as needed.

This *Instructor Guide* for *The Employer's Choice* segment of the **CONNECTIONS** package is available from the National Center for Research in Vocational Education and includes instructions for implementing and teaching *On the Job*, *Priorities That Count*, and *The Job Search*. *The Employer's Choice: Resource Manual* contains this *Instructor Guide* as well as black-line masters of worksheets and handouts to be duplicated for student use. For more information about any portion of the **CONNECTIONS** package, please contact:

The Program Information Office
The National Center for Research in
Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, OH 43210-1090
(800) 848-4815

OSU

The Ohio State University

Worksheets

1. Questionnaire: Getting a Job
2. Employer Ratings of Positive Information
3. What Employers Want
4. Questionnaire: Getting a Job
5. Employer Ratings of Negative Information
6. What to Avoid
7. Questionnaire: Keeping a Job
8. Employer Ratings of Negative Job Performance
9. What Employers Expect
10. Rating Sheet

QUESTIONNAIRE

GETTING A JOB

PART A

DIRECTIONS: The following items contain information about job applicants that could have a positive influence on an employer's decision to hire. Read each item. Then check the extent to which you think the information would influence an employer. Your responses can be anywhere from "Not at All" to "Very Positively."

How would most employers be influenced to hire someone who:

Item	Not at All	Somewhat Positively	Positively	Very Positively
1. Filled out the job application in a neat and correct manner?	☐	☐	☐	☐
2. Attached a complete resume to the job application?	☐	☐	☐	☐
3. Looked clean and neat at the interview?	☐	☐	☐	☐
4. Had a previous employer who would rehire him/her?	☐	☐	☐	☐
5. Had training in the job skills needed for this job but no experience?	☐	☐	☐	☐
6. Had taken a vocational education curriculum in high school?	☐	☐	☐	☐
7. Had done only jobs like lawnmowing, babysitting, and delivering newspapers?	☐	☐	☐	☐
8. Phoned the employer after the interview to show interest in getting the job?	☐	☐	☐	☐
9. Understood that a beginner sometimes does boring and low-level tasks?	☐	☐	☐	☐
10. Had gotten A's & B's in math courses?	☐	☐	☐	☐
11. Asked many questions about the job or company during the interview?	☐	☐	☐	☐

EMPLOYER RATINGS OF POSITIVE INFORMATION

Item	Not at All	Somewhat Positively	Positively	Very Positively	
1. Filled out the job application in a neat and correct manner?	1%	22%	$\boxed{48\%}$	29%	___
2. Attached a complete resume to the job application?	7%	24%	$\boxed{40\%}$	29%	___
3. Looked clean and neat at the interview?	1%	8%	36%	$\boxed{55\%}$	___
4. Had a previous employer who would rehire him/her?	4%	37%	$\boxed{40\%}$	19%	___
5. Had training in the job skills needed for this job but no experience?	10%	$\boxed{41\%}$	36%	13%	___
6. Had taken a vocational education curriculum in high school?	22%	$\boxed{42\%}$	26%	10%	___
7. Had done only jobs like lawnmowing, baby-sitting, and delivering newspapers?	$\boxed{62\%}$	22%	13%	3%	___
8. Phoned the employer after the interview to show interest in getting the job?	7%	22%	$\boxed{46\%}$	25%	___
9. Understood that a beginner sometimes does boring and low-level tasks?	20%	28%	$\boxed{37\%}$	15%	___
10. Had gotten A's & B's in math courses?	19%	$\boxed{36\%}$	33%	12%	___
11. Asked many questions about the job or company during the interview?	8%	25%	$\boxed{43\%}$	24%	___

OVER	UNDER	SAME

WHAT EMPLOYERS WANT

1. What do employers want to know about a job applicant? List at least five characteristics.

2. What can you do to impress employers? List five things you can do to make a very positive impression on employers through the application and during the interview?

QUESTIONNAIRE

GETTING A JOB

PART B

DIRECTIONS: The following items contain information that could have a negative influence on an employer's hiring decisions. Read each item. Then, check the extent to which you think the information would have a negative effect on employers. Your response can be anywhere from "Not at All" to "Very Negatively."

How would most employers be influenced to hire someone who:

Item	Not at All	Somewhat Negatively	Negatively	Very Negatively
12. Gave false information on the job application?	( )	( )	( )	( )
13. Had been absent 12 different times during the last school year?	( )	( )	( )	( )
14. Had been 15% less productive than other workers in the last job even though he/she *was* trying?	( )	( )	( )	( )
15. Got confused when asked a simple question?	( )	( )	( )	( )
16. Had been 15% less productive than other workers in the last job because he/she *was not* trying?	( )	( )	( )	( )
17. Had never worked before?	( )	( )	( )	( )
18. Used poor grammar when speaking?	( )	( )	( )	( )
19. Could not read a newspaper?	( )	( )	( )	( )
20. Had 3 jobs in the last 6 months?	( )	( )	( )	( )
21. Was late for the interview appointment?	( )	( )	( )	( )
22. Had been absent from work 12 different times last year?	( )	( )	( )	( )

EMPLOYER RATINGS OF NEGATIVE INFORMATION

Item	Not at All	Somewhat Negatively	Negatively	Very Negatively	
12. Gave false information on the job application?	4%	6%	26%	$\boxed{64\%}$	____
13. Had been absent 12 different times during the last school year?	23%	$\boxed{41\%}$	28%	8%	____
14. Had been 15% less productive than other workers in the last job even though he/she *was* trying?	28%	$\boxed{58\%}$	9%	5%	____
15. Got confused when asked a simple question?	15%	$\boxed{37\%}$	28%	20%	____
16. Had been 15% less productive than other workers in the last job because he/she *was not* trying?	4%	$\boxed{35\%}$	$\boxed{35\%}$	26%	____
17. Had never worked before?	$\boxed{66\%}$	24%	8%	2%	____
18. Used poor grammar when speaking?	13%	$\boxed{40\%}$	34%	13%	____
19. Could not read a newspaper?	8%	18%	19%	$\boxed{55\%}$	____
20. Had 3 jobs in the last 6 months?	6%	35%	$\boxed{38\%}$	21%	____
21. Was late for the interview appointment?	8%	$\boxed{44\%}$	33%	15%	____
22. Had been absent from work 12 different times last year?	6%	28%	$\boxed{37\%}$	29%	____

OVER	UNDER	SAME

WHAT TO AVOID

1. What characteristics or habits do you have that might give employers a negative impression of you? List them below.

2. List five steps you can take to avoid negative behaviors, attitudes, or work habits.

QUESTIONNAIRE

KEEPING A JOB

PART C

DIRECTIONS: What do employers do the *first time* a worker does a particular thing wrong on the job? Read the 25 examples and try to predict how strongly employers would react to each problem. Your responses can be anywhere from "Ignore It" to "Fire the Worker Immediately." It's up to you to predict what most employers would do. Check one answer for each item. Base your thinking on the kinds of jobs you are likely to have.

What would most employers
do the first time a worker:

Item	Ignore It	Discuss It If It Continues	Discuss It Immediately	Warn the Worker	Suspend the Worker	Fire the Worker Immediately
1. Didn't call in when sick?	( )	( )	( )	( )	( )	( )
2. Refused to do a job because it was undesirable or demeaning?	( )	( )	( )	( )	( )	( )
3. Missed two different days of work the first month?	( )	( )	( )	( )	( )	( )
4. Seemed not to be trying but was no less productive than other workers?	( )	( )	( )	( )	( )	( )
5. Needed twice as much supervision as others?	( )	( )	( )	( )	( )	( )
6. Spoke so poorly that co-workers couldn't understand what was being said?	( )	( )	( )	( )	( )	( )

The Employer's Choice: Priorities That Count

What would most employers
do the first time a worker:

Item	Ignore It	Discuss It If It Continues	Discuss It Immediately	Warn the Worker	Suspend the Worker	Fire the Worker Immediately
7. Griped about working conditions such as short coffee breaks or having to work an unpopular shift?	( )	( )	( )	( )	( )	( )
8. Didn't try and was 15% less productive than other workers who had the same training?	( )	( )	( )	( )	( )	( )
9. Came to work dirty or sloppy?	( )	( )	( )	( )	( )	( )
10. Wore flashy or sexy clothes to work?	( )	( )	( )	( )	( )	( )
11. Finished assigned work but didn't report back to the boss for more work?	( )	( )	( )	( )	( )	( )
12. Took an additional hour of "break time" but finished assigned work anyway?	( )	( )	( )	( )	( )	( )
13. Showed up for work drunk or stoned?	( )	( )	( )	( )	( )	( )

What would most employers do the first time a worker:

Item	Ignore It	Discuss It If It Continues	Discuss It Immediately	Warn the Worker	Suspend the Worker	Fire the Worker Immediately
14. Acted angry or sulked when criticized?	( )	( )	( )	( )	( )	( )
15. Made many mistakes adding, subtracting, multiplying, or dividing numbers?	( )	( )	( )	( )	( )	( )
16. Caused $100 damage to a piece of equipment?	( )	( )	( )	( )	( )	( )
17. Was 20 minutes late for work and had no good excuse?	( )	( )	( )	( )	( )	( )
18. Couldn't read written directions to complete a job?	( )	( )	( )	( )	( )	( )
19. Tried but took twice as long as other workers to learn a new job?	( )	( )	( )	( )	( )	( )
20. Didn't write phone messages or memos that were easy to read?	( )	( )	( )	( )	( )	( )

What would most employers
do the first time a worker:

Item	Ignore It	Discuss It If It Continues	Discuss It Immediately	Warn the Worker	Suspend the Worker	Fire the Worker Immediately
21. Made many mistakes in spelling, grammar, and punctuation?	( )	( )	( )	( )	( )	( )
22. Tried but was 15% less productive than other workers who had the same training?	( )	( )	( )	( )	( )	( )
23. Put more hours on the time sheet than actually worked?	( )	( )	( )	( )	( )	( )
24. Got into an argument with co-workers?	( )	( )	( )	( )	( )	( )
25. Spent 15 minutes making personal phone calls during 1 work day?	( )	( )	( )	( )	( )	( )

EMPLOYER RATINGS OF NEGATIVE JOB PERFORMANCE

Item	Ignore It	Discuss It If It Continues	Discuss It Immediately	Warn the Worker	Suspend the Worker	Fire the Worker Immediately	
1. Didn't call in when sick?	0%	2%	18%	49%	16%	15%	____
2. Refused to do a job because it was undesirable or demeaning?	0%	4%	32%	26%	13%	25%	____
3. Missed two different days of work the first month?	3%	21%	33%	35%	5%	3%	____
4. Seemed not to be trying but was no less productive than other workers?	11%	38%	33%	14%	2%	2%	____
5. Needed twice as much supervision as others?	1%	24%	42%	23%	4%	6%	____
6. Spoke so poorly that co-workers couldn't understand what was being said?	1%	21%	63%	8%	4%	3%	____

OVER	UNDER	SAME

The Employer's Choice: Priorities That Count

Worksheet 8, p. 2

Item	Ignore It	Discuss It If It Continues	Discuss It Immediately	Warn the Worker	Suspend the Worker	Fire the Worker Immediately	
7. Griped about working conditions such as short coffee breaks or having to work an unpopular shift?	5%	26%	$\boxed{50\%}$	14%	2%	3%	____
8. Didn't try and was 15% less productive than other workers who had the same training?	0%	6%	27%	$\boxed{45\%}$	12%	10%	____
9. Came to work dirty or sloppy?	2%	15%	$\boxed{61\%}$	18%	2%	2%	____
10. Wore flashy or sexy clothes to work?	6%	29%	$\boxed{55\%}$	8%	1%	1%	____
11. Finished assigned work but didn't report back to the boss for more work?	2%	31%	$\boxed{47\%}$	17%	2%	1%	____
12. Took an additional hour of "break time" but finished assigned work anyway?	3%	21%	31%	$\boxed{36\%}$	5%	4%	____
13. Showed up for work drunk or stoned?	1%	1%	5%	21%	23%	$\boxed{49\%}$	____

OVER	UNDER	SAME

Item	Ignore It	Discuss It If It Continues	Discuss It Immediately	Warn the Worker	Suspend the Worker	Fire the Worker Immediately	
14. Acted angry or sulked when criticized?	1%	23%	$\boxed{44\%}$	27%	2%	3%	___
15. Made many mistakes adding, subtracting, multiplying, or dividing numbers?	0%	17%	$\boxed{58\%}$	17%	3%	5%	___
16. Caused $100 damage to a piece of equipment?	2%	5%	$\boxed{46\%}$	30%	11%	6%	___
17. Was 20 minutes late for work and had no good excuse?	1%	12%	25%	$\boxed{51\%}$	9%	2%	___
18. Couldn't read written directions to complete a job?	1%	9%	$\boxed{67\%}$	10%	3%	10%	___
19. Tried but took twice as long as other workers to learn a new job?	5%	39%	$\boxed{42\%}$	12%	1%	1%	___
20. Didn't write phone messages or memos that were easy to read?	1%	24%	$\boxed{60\%}$	12%	1%	2%	___

OVER	UNDER	SAME

The Employer's Choice: Priorities That Count

Item	Ignore It	Discuss It If It Continues	Discuss It Immediately	Warn the Worker	Suspend the Worker	Fire the Worker Immediately	
21. Made many mistakes in spelling, grammar, and punctuation?	5%	30%	$\boxed{56\%}$	7%	1%	1%	____
22. Tried but was 15% less productive than other workers who had the same training?	7%	35%	$\boxed{41\%}$	15%	1%	1%	____
23. Put more hours on the time sheet than actually worked?	0%	2%	16%	34%	15%	$\boxed{33\%}$	____
24. Got into an argument with co-workers?	0%	15%	$\boxed{54\%}$	26%	3%	2%	____
25. Spent 15 minutes making personal phone calls during 1 work day?	2%	19%	32%	$\boxed{37\%}$	7%	3%	____

OVER	UNDER	SAME

WHAT EMPLOYERS EXPECT

1. What do employers look for in an employee? List at least five characteristics.

2. What can you do on the job to impress employers? List at least five ideas in the space below.

RATING SHEET

The items below relate to work competencies, attitudes, and behaviors. As you read them, circle the number that reflects your level of skill in each item.

Work Attitudes and Behaviors	**MY RATING**				
	Weak				**Strong**
1. I deal with people in an open and honest way. (I don't lie, cheat, or exaggerate.)	1	2	3	4	5
2. My physical appearance is clean and neat at all times. (I bathe daily, use deodorants, clean my teeth, wear clean clothing, and keep my shoes in good condition.)	1	2	3	4	5
3. I know how to dress properly for a job interview.	1	2	3	4	5
4. I know the type of clothing that makes the right impression at work.	1	2	3	4	5
5. I know how to complete a job application.	1	2	3	4	5
6. I know how to conduct myself in a job interview.	1	2	3	4	5
7. I have an updated job resume describing my skills, accomplishments, work experience, educational background, and personal data.	1	2	3	4	5
8. I am always on time for meetings, appointments, school, and work.	1	2	3	4	5
9. My reading ability is average or better. (I can read a newspaper; I understand written directions.)	1	2	3	4	5

		MY RATING				
		Weak				Strong
10.	I am accurate in basic math computation and can solve everyday math problems. (I can manage money, balance a checkbook, and measure and weigh objects.)	1	2	3	4	5
11.	I can carry on a conversation with an adult.	1	2	3	4	5
12.	My handwriting is neat and legible.	1	2	3	4	5
13.	My writing is free of spelling and grammar errors.	1	2	3	4	5
14.	I speak carefully and distinctly making an effort to be clearly understood.	1	2	3	4	5
15.	I have taken a vocational education course in which I have developed an occupational skill that employers are willing to pay for.	1	2	3	4	5
16.	I avoid griping about things I don't like.	1	2	3	4	5
17.	I am not dependent on alcohol and/or other drugs.	1	2	3	4	5
18.	I take good care of tools and equipment, using them according to instructions.	1	2	3	4	5
19.	I am seldom absent from school, work, and other regularly scheduled activities.	1	2	3	4	5
20.	I notify people when I am going to be late or might otherwise inconvenience others.	1	2	3	4	5
21.	I take direction well and can work independently.	1	2	3	4	5

	MY RATING				
	Weak				Strong
22. I do not waste time when I am supposed to be working. (I don't socialize, talk on the telephone, or take long breaks.)	1	2	3	4	5
23. I can accept criticism and can cope with it even when I think it is unfair.	1	2	3	4	5
24. I am not a quitter; I keep a job for the period of time I agreed to stay with it.	1	2	3	4	5
25. I get along well with peers, adults, and co-workers.	1	2	3	4	5
26. I always try to do my best, even when a task is very demeaning or boring.	1	2	3	4	5
27. I show initiative in my work; I don't need to be prodded.	1	2	3	4	5
28. I am an enthusiastic person who enjoys working.	1	2	3	4	5

Handouts

1. Items for Evaluating the Applicant Pool
2. Employers' Ranking of Items
3. Employers' Ratings
4. Guidelines for Completing an Application
5. Percentage of Employers Who Would Hire
6. Interviewer Ratings of Job Readiness
7. Items for Evaluating the Interview
8. Guidelines for Interviewing
9. Selected Interview Scripts

ITEMS FOR EVALUATING THE APPLICANT POOL

Accuracy on application form

Appearance of application form

Applicant's age

Bondability

Criminal record

Driver's license

Education level

Employed or unemployed status at time of application

Friend(s) working at firm

Gaps in employment

Good spelling on application form

Kinds of duties performed in previous jobs

Kinds of jobs held

Location of schools attended

Number of jobs held

Qualify for Targeted Jobs Tax Credits

Reasons for leaving previous jobs

Recommendations from past employers

Recommendations from personal friends

Reputation of past employers

Reputation of schools attended

School grades

Specific vocational skills

Vocational training received in CETA

Vocational training received in school

EMPLOYERS' RANKING OF ITEMS

Most
Important

1. Reasons for leaving previous jobs
2. Kinds of duties performed in previous jobs
3. Specific vocational skills
3. Kinds of jobs held
5. Good spelling on application form
6. Accuracy of application information
7. Appearance of application form
8. Education level (e.g., high school diploma)
8. Number of jobs held
10. Gaps in employment
11. Recommendations from past employers
12. Criminal record
13. Vocational training received in school
14. School grades
15. Applicant's age
16. Employment status at time of application
17. Vocational training received in CETA
17. Reputation of past employers
19. Bondability
20. Reputation of schools attended
20. Friend(s) working at firm
22. Driver's license
23. Recommendation from personal friends
24. Location of schools attended
25. Qualification for Targeted Job Tax Credits

Least
Important

EMPLOYERS' RATINGS

Characteristic	Point Advantage		
	Clerical	Retail	Machine Trades
Presented a neat application instead of one with sloppy handwriting	13	6	5
Maintained an A- grade point average in high school instead of a C- average	11	5	15
Took a co-op program relevant to the job instead of general program	11	12	9
Is a high school graduate instead of a dropout	19	15	10
Took a relevant program and got a diploma or certificate from a postsecondary school rather than doing neither	13	5	15
Maintained an A- grade point average in postsecondary school instead of a C- average	8	2	18
Can type 65 wpm instead of 50 wpm	16	5	NA
Is a high school graduate who has some work experience *but none relevant to the job* instead of a high school graduate who has no work experience	12	19	3
Is a high school graduate who has some work experience *that is relevant to the job* instead of a high school graduate who has no work experience	19	25	18
Has not quit a job compared to a person who has listed "quit" two times as a reason for leaving jobs	5	4	5

GUIDELINES FOR COMPLETING AN APPLICATION

PART A

Know the information you will be asked to provide on the job application. You may know some of the information from memory. Other information you will have to look up in records, phone books, and so forth. As you read each item below, write the appropriate information on a separate sheet of paper. Take this paper with you when you go to apply for a job. Refer to it as you fill out the application. Then you will be sure the information you give is accurate.

Record personal data.

- Print your name in upper/lower case. Print your name in the order requested on the application.
- Print your Social Security number. Copy the number from your Social Security card or from your driver's license. If you don't have a number, apply for one at the Social Security office in your town.
- Print your current address, including city, state, zip code, county, and township. Record how long you have lived at this address.
- Print the telephone numbers where you can be reached. Include the area code.
- If you cannot check "Yes" for U.S. citizen, print your visa number and the type of visa you have.

Record information about your education and schooling.

- List the names and addresses of schools you have attended.
- List the dates you have attended each school, the courses of study, the grades completed, and the diploma given.
- If you have received a GED, list the date received. Also list the school or institution from which you received the certificate.

Record information about your work experience.

- List the names of past employers and the dates of employment. (Also list a current employer if you are now working part-time.)
- List the job responsibilities you have had in each job. Also list the equipment you have used and any training you received.
- List any volunteer jobs in the same way you would list paid work experience. List your position, the hours you worked, the dates you worked, responsibilities, equipment you used, and any training you received.
- This is a good place to list your skills. List the skills you brought to each job. Also list other skills you have acquired while on the job.

Answer questions positively.

- Give positive reasons for leaving a previous job. Do not give negative responses such as the following:

  —The boss didn't like me.
  —I quit.
  —I didn't think the pay was high enough.
  —I didn't like the other workers.
  —I was sent to jail.
  —I was injured at work.
  —I was fired.
  —I was bored with the work.

  Instead, use the following kinds of positive responses.

  —I wanted more responsibility.
  —I became a full-time student.
  —I became interested in another type of work.
  —I enrolled in a training program.
  —I started my own business.
  —I left to take care of my ailing father.
  —I moved out of the city.
  —I wanted more opportunities for advancement.

- Don't consider common ailments when answering questions about health. Most people have colds, flu, aches, and pains some time in life. Employers want to know if you can do the job. Write that your health is excellent if you have nothing seriously wrong with you.

List good references.

- Choose former employers, teachers, and business people who know you and who will say good things about you. Don't list relatives.
- Choose people who can be easily contacted. Employers may need to contact these people quickly.
- Ask the people you want to list as references if you may do so. Tell them when they might expect calls from employers.
- List the names, addresses, telephone numbers, and possibly the company names of your references.

PART B

Record all information in a neat, concise, complete, and correct manner. Follow the guidelines given below.

Read the instructions carefully.

- Watch for the words "Do not write in this space." Make sure you follow the direction.
- Ask questions if you do not understand an instruction.

Write in a neat, legible manner.

- Erase carefully.
- Print if directed to do so or if your handwriting is poor.

Spell correctly.

- Find out how to spell words you will need to use before you go to apply for the job. Make sure you know the spelling of technical terms related to the job you are seeking.
- If you are unsure of a spelling when you are in the employer's office, use a word you know how to spell.

Fill in the application completely.

- If a question is one you cannot answer, write N/A (for not applicable) in the blank. Or draw a dash in the answer space to show you have seen the question.

Be honest but don't volunteer too much information.

- Do not mention disabilities on the application, unless the disability could interfere with your ability to do the job. However, you can and should mention any disabilities in the interview.
- If you have a criminal conviction, you can do the following:
  - —Leave the space blank if the crime was minor. This information is hard for employers to get. It must be released by you.
  - —Leave the space blank if you have been convicted of a felony (major crime). Discuss the topic in the interview. If the application states that you *must* mention the conviction, do so.

Review your completed application.

- Make sure the information you have recorded is accurate.
- If you made a mistake and cannot correct it neatly, ask for a second application.

PERCENTAGE OF EMPLOYERS WHO WOULD HIRE

. . . BASED ON BEHAVIOR

Interview	Percentage of Employers Who Would Hire Clerical	Retail	Machine Trades
No negative behavior	90.9	92.9	100.0
Inappropriate appearance	92.9	64.3	100.0
Inappropriate language	15.2	7.7	44.4
Bad attitude	0.0	0.0	11.1
Poor nonverbal behavior	40.6	15.4	75.0

. . . BASED ON EMPLOYMENT HISTORY

Interview	Percentage of Employers Who Would Hire Clerical	Retail	Machine Trades
6-month gap—"good" explanation	90.9	100.0	100.0
6-month gap—"poor" explanation	46.9	0.0	50.0

INTERVIEWER RATINGS OF JOB READINESS

Applicant Characteristics	No Negative Behavior	Inappropriate Dress	Inappropriate Language	Bad Attitude	Poor Nonverbal Behavior
Education/training	3.61	3.25	3.20	2.91	3.19
Work experience	3.71	3.51	3.20	2.78	3.35
Appearance	4.04	3.43	4.02	3.84	3.33
Grammar	4.11	3.93	1.89	1.69	3.27
Attitude	4.13	3.78	2.33	1.46	3.11
Personality	4.09	3.87	2.76	1.96	2.39
Percentage that would hire	93%	87%	19%	2%	39%

ITEMS FOR EVALUATING THE INTERVIEW

- Attitude
- Punctuality for the interview appointment
- Dress
- Eye contact
- Grammar or language
- Nonverbal behavior
- Independence
- Confidence
- Discussion of information not shown on the application
- Interest in the job
- Personality
- General appearance (grooming)
- Speaking ability
- Reliability

GUIDELINES FOR INTERVIEWING

Arrive at the interview prepared and on time.

- Find out the date and time of the interview.
- Find out the name of the interviewer and the office where you will be interviewed.
- Find out where you should park if you will be driving to the interview.
- Have enough gas in your car if you will be driving.
- Know the bus schedule if you will be taking the bus.
- Allow extra time for dressing, walking, traffic, and weather.
- Arrive at the interview early so you will have a chance to calm yourself before you meet the interviewer.
- Call to inform the interviewer if you are delayed or ill.
- Take along a resume if you did not attach one to your application.
- Take along your competency list or profile if you have one. If you do not have such a list, ask your instructor to help you assemble one.
- Take samples of your work with you, if possible. For example, if you are a graphic designer, you might take along some of your best sketches or other work to show the interviewer.

Present a positive appearance.

- Make sure you are clean and well-groomed. Shower and shave; use deodorant; clean your fingernails; wash, comb, and style hair; use limited amounts of makeup; use perfume or after-shave lotion sparingly; brush teeth.
- Get an adequate amount of sleep the night before the interview.
- Know the dress requirements for the job. For example, learn if suits are the only acceptable attire. Select attire that shows your respect for the interviewer and the firm. Your clothes should indicate that you are responsible. Avoid flashy or trendy clothes. They give a "play" rather than "business" focus. Conservative clothes are more appropriate.
- Make sure your clothes are clean and well pressed.
- Make sure your clothes are the correct length and size. Avoid clothes that are too tight, short, or revealing.

Use proper language.

- Use proper terminology. Know and use job-related terms.
- Use correct grammar.
- Use proper vocabulary. Avoid using slang (such as tough, cool) and offensive words (such as stupid, dumb, mean).
- Speak clearly, pronouncing words carefully.

Use proper nonverbal communication.

- Stand erect and shake the interviewer's hand in greeting. This will convey self-confidence.
- Give full attention to the interviewer. Look at the interviewer and listen carefully to what is being said.
- Avoid such habits as chewing gum, smoking, biting nails, and so forth.
- Show enthusiasm through facial expressions as well as through tone of voice.
- Use good posture to show interest and involvement.

Communicate a positive attitude.

- Answer all questions in a positive manner. (See suggestions on the last page of these guidelines).
- Be direct and honest in what you say.
- Speak courteously and respectfully.
- Avoid saying anything that is or appears to be negative, particularly about previous employers or teachers.
- Vary expression in your voice and face to show interest and enthusiasm.
- Let the employer know you are aware that a beginner's tasks are sometimes routine.

Show interest in the job.

- Ask about the job tasks and hours of work.
- Ask about opportunities for promotion.

Answer questions correctly, completely, and intelligently.

The following are some of the questions employers ask applicants. Read the questions and the recommendations for answering them.

- What can you tell me about yourself?

  This question is asked to find out about your skills. It is the perfect time for you to "sell" yourself. Tell about your interests, abilities, skills, education, and experiences. Explain how you will be a benefit to the company.

- Why do you want this job?

  Explain what you hope to do *in this company* and *in this job*. Explain how you hope to use your interests, abilities, skills, education, and experiences. Explain other goals. Do you hope to become a supervisor? Do you hope to learn new skills and techniques?

- Why do you want to work for this company?

  Think about the facts you learned about the company. Or go to the library. Find more facts in the newspaper files. Get company pamphlets, brochures, reports, etc. Read them before you apply for the job. Talk with company employees that you know.

  State some good points about the company. Tell where you learned your facts.

- Why should we hire you?

  Relate this answer to answers from questions one and two.

  Tell about any records of your skills. Show the interviewer a record of your competencies if you have one. Tell what you have learned through your experiences. Tell some of your work maturity skills. Give examples to show you are . . .

  —dependable
  —diligent
  —willing to learn
  —honest
  —reliable
  —thorough
  —enthusiastic
  —loyal
  —cooperative
  —considerate of others
  —respectful
  —responsible

- What is your greatest strength?

  Mention a skill you have that is needed in the job. State how this skill will help you to do a good job.

- What is your greatest weakness?

  This question asks you to mention a *current* weakness. Remember to be positive. Present a weakness as a good point. For example, say . . .

  > "My weakness is that I'm too diligent. Sometimes I must work overtime to make sure a job is done the right way."

This statement shows that you care about your work, you have high standards, and you are willing to work overtime to see that a job is done well. (It is another way of saying you sometimes fall behind schedule, but it gives a good reason for why you do so.)

- What jobs have you had?

  Refer to your resume. Describe the knowledge and skills you acquired in each job. Remember that employers are most interested in the kinds of activities or job duties held. For example, tell the interviewer that your work at a local fast-food restaurant helped you develop skills to deal with customers and to be productive.

- What is your training and education?

  Refer to your resume. State your training and education. Explain how it has prepared you for the job.

- What are your hobbies?

  Mention several of your hobbies. Explain that they are just some of the ways you spend your free time. Mention your volunteer activities. Mention any community activities. Mention educational activities, such as book groups or continuing education courses.

- Do you plan to return to school?

  Answer this question *only* as it relates to the job for which you are interviewing. Do you think you may want to take evening courses to upgrade your skills? Say so. Would you consider taking a training program? Say so. Let the interviewer know you want to do the best job possible for this company. Let him or her know you are willing to work to improve your knowledge and skills.

- Why did you leave your last job?

  If you left to continue your education, say so. If you left to become self-employed, say so. But if you left because of problems on the job, explain.

  Explain why you were not suited for the job. Explain what you learned from the experience. Give names of other jobs (and employers) that were good experiences for you. Suggest the interviewer call them for references.

- Why do you show gaps in your employment?

  Explain planned gaps. For example . . .

  > "I returned to school full time," or
  > "I became self-employed."

  Explain other gaps by saying . . .

  > "I was exploring various occupations. I was unsure of my career path. Now I know the type of job for which I am best suited. I am looking forward to pursuing that work."

- Do you work well with others? How did you relate to your supervisors?

  Again, describe some of your work maturity skills. Give examples.

- How do you feel about working overtime?

  State your enthusiasm about the job. Show willingness to work overtime when necessary. If you will need advance notice to work overtime, say so. Explain why (for example, you may hope to ride in a car pool).

- Do you have any serious injuries or illnesses?

  Be honest about serious illnesses. Mention the illness. Mention any limitations you will have. For example . . .

  Illness: rheumatic fever
  Limitation: "I can't lift anything that weighs over 40 lbs."

  Mention why you feel the limitation will not affect the way you do the job. Mention how the illness has not affected other work you have done. You could say, for example . . .

  "I don't expect this to be a problem. Secretaries are rarely asked to do heavy lifting. If I am, I'm sure I can trade tasks with another worker. Maybe I could go to the mail room if another person could lift a box for me."

  Or explain steps you have taken to adapt to the illness or injury.

  Injury: slipped disc

  "I used to be a stock clerk. After my back trouble, I had to prepare for another type of work. That is why I studied and trained to become a bookkeeper. There is little heavy lifting required of bookkeepers."

- Do you have any disabilities?

  Be honest about obvious disabilities. Mention them. Give examples of how they have not affected your work. Explain why you expect to perform well in this job.

- Have you ever been arrested or sent to jail?

  Be honest about these facts. They are easy to trace. However, always be positive. Point out the lesson you have learned through these experiences. Explain your goal to begin a new life pattern. Explain how this job is one step toward that goal.

- What salary do you expect?

  Mention your knowledge of the general salary range for this job. Explain that you expect a reasonable salary. But explain that opportunities for promotion and raises are equally important to you.

This material was taken from the Technical Assistance for Occupational Skills Training Project, *Job Search Skills*, sponsored by the Office of Youth Programs, U.S. Department of Labor. Columbus, Ohio: The National Center for Research in Vocational Education, 1981.

SELECTED SCRIPT INTERVIEWS

Interview 1

Interviewer: We have covered your educational background. Now I would like to take a look at your work experience. I have your employment record here on the application, but I would like for you to talk a little about the jobs you have had and the work you have done.

Interviewee: I have had some varied work experiences. After completing high school, I enrolled in a community college secretarial course. Because of money problems and not getting what I wanted from my classes, I left school and went to work as a receptionist/file clerk. After about 3 months of that, I had an opportunity to move to another company to work in a secretarial pool doing mostly straight typing. I enjoyed working in the typing pool and worked there for about 6 months. The company went to word processing and I felt very uncomfortable working with all that new equipment. I realize now that word processing can improve my work and I would welcome an opportunity to learn it. At that time, one of the executives in the company decided to go out on her own and asked me to go as her secretary. I moved to that job and have been in it for about 1 year. Now my boss finds she cannot make it on her own and is going with a large company. That leaves me looking for a job. I feel all of my experiences have given me a good preparation for a secretarial position. I hope you will have a spot for me in this company.

Interviewer: What are your plans for the future?

Interviewee: I would like to get enough experience and training to become an executive secretary. For now, I just want to become a very good secretary.

Interviewer: Thank you.

Interview 6

Interviewer: In considering you for a position in sales, it is important that we know about both your education and work experience. I think we have covered your schooling, but now I would like for you to tell me about your work experience.

Interviewee: Yes, as I mentioned earlier, I had some very worthwhile work experience while still in high school. As part of my distributive education program, I worked part-time my last 2 years in school and full-time in the summers.

I started as a stock person in our local supermarket. In this job I stamped prices on items and placed them on shelves. After about 3 months I was moved to the cashier/checker position. I greeted customers, entered prices into the cash register, and made change. Sometimes I helped with sacking the groceries. I worked at this job the rest of my junior year in school. During the summer, I did grass cutting and other odd jobs I could get.

My senior year I was placed in a men's clothing shop. After learning the stock and company rules, I worked as a salesperson. I enjoyed this job very much and felt I learned a great deal. After graduation from high school, I continued to work in the clothing shop.

After about 1 year in this job, the shop where I worked went out of business. After job hunting for about 2 weeks, I went to work for a large department store. I have worked in several departments as a salesperson—children's clothing, appliances, and shoes. I feel that experience has been very worthwhile and I have learned a lot about selling. I am applying with your company because I would like to get back into selling men's clothing. Do you have other questions?

Interviewer: Yes, I would like to know what your plans are for the future.

Interviewee: Eventually I would like to own my own shop, but for now I would be happy with a sales position.

Interviewer: Thank you.

Interview 7

Interviewer: One of the things this company is interested in is the work experience that you have had. I have that information here on your application, but I'd rather have you tell me about it. Start with when you left high school and bring me up-to-date on the jobs you have had and the work you have done.

Interviewee: Yes, that would be a period of about 2 years. When I completed high school I went immediately into a machine shop where I became a helper to an experienced machinist. This gave me an opportunity to practice the application of many things I had learned in my high school machine shop class. After about 6 months I was raised to machine tool operator, which is a semiskilled position. I was earning at the beginning level of a machine operator. After an additional 6 months, the company paid my tuition and expenses to attend a night class in numerical control. I continued to work as a machine tool operator and received two raises as my skill and speed increased. The company at that time thought it would go to numerical control. I learned a lot in the class and was eager to get into that type work. About the time I completed training, orders fell off and the company decided not to go to numerical control. I continued to work there for about six more months, but as business continued to drop, several employees with less time on the job, including myself, were let go.

Interviewer: So you have about 2 years experience working in a machine shop?

Interviewee: Yes sir.

Interviewer: What is your ambition for the future?

Interviewee: I would like to become an all-around machinist as soon as possible, and then I would like to go into business for myself.

Interviewer: Thank you.

Interview 10

Interviewer: I noticed from your application that you have been out of work the last 6 months. Would you please explain what you were doing during that period?

Interviewee: Yes, I would be happy to explain. When my boss went with another company, I was out of work. In order to stretch my unemployment compensation, I moved back in with my family. I have searched for a job on a regular basis. I have mailed applications and had personal interviews, but as you know, jobs are scarce and I have not been successful in becoming employed. I called my high school typing teacher, and she lets me come in every Thursday afternoon so I have been able to keep up my typing skills.

Interviewer: Thank you.

Interview 14

Interviewer: I noticed from your application that you have a gap in your work record from the time you were let go to the present time. Would you please explain what you were doing during that time period?

Interviewee: For the year and a half previous to losing my job, I had worked in the machine shop. Because of the sharp decline in orders, some of the people with less seniority (including myself) were terminated. Since I had saved some money and had a fund accumulated in the company retirement fund and could draw unemployment compensation, I decided to make some badly needed repairs on a home we had just purchased. I was, of course, seeking employment at this time. I did save money doing the work myself, and now I have a much more comfortable home.

Interviewer: Thank you.

Worksheets

1. Application Form
2. A Look at My Application Skills
3. Planning Sheet
4. Interview Assessment
5. A Look at My Interviewing Skills
6. Interview Preparation

APPLICATION FORM

State University

State University is an EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER. Consideration was given in the development of this form to your right to individual privacy and equal opportunity. The information requested is needed to help the University assess your employment interests and qualifications and to enable us to contact you. No other use will be made of this information without your permission. The University may refuse employment consideration if this form is not filled out completely and accurately. Please print or write clearly using a pen.

Identification

Name (Last)	(First)	(Middle)	
Address (no. & street or route and box number)	(City)	(State)	(Zip Code)
Home telephone number	Business telephone number	Message telephone number	
Date of birth (see note, right)	**Note:** Please enter your date of birth only if you are under 18 years of age or over 69. The University needs this information because of child labor laws and retirement regulations.		

Work preferences

What type of appointment do you prefer?

☐ Full-time (40 hours/week) ☐ Part-time (less than 40 hours/week) ☐ Temporary (less than one year duration)

What type will you accept?

☐ Full-time ☐ Part-time ☐ Temporary

Which shift do you prefer?

☐ First ☐ Second

☐ Third ☐ Rotating

Which shift will you accept?

☐ First ☐ Second

☐ Third ☐ Rotating

Please indicate the type and nature of work you are applying for in order of your preference. (For example: Teaching, Administrative, Personnel, Research in chemistry.) If you are seeking Classified Civil Service employment, please list the specific titles and levels.

Minimum acceptable salary

$ per ☐ Hour ☐ Week ☐ Month ☐ Year

Date available to start

The Employer's Choice: Resource Manual
Protected by Copyright

Education

Please circle last year of formal education completed: 1 2 3 4 5 6 7 8 9 10 11 12 College 1 2 3 4 5 6 7 8 Other 1 2 3 4

	Name and Location of School	From Mo/Yr	To Mo/Yr	Diploma /Degree	Program or Major Course Work	Grade Average
Last High School						
College, University, Business, Technical, or Military Schools						
Graduate School						

Experience

Please list your work experience, including any U.S. military experience. Include all employment whether full-time, part-time, summer or temporary.

Present or most recent employer (Company name)	From (Mo./Yr.)	To (Mo./Yr.)
Employer's address City State Zip Code	Department Supervisor	
Position title	Full-time ☐ Part-time ☐ Summer ☐ Temporary ☐	

Description of duties, responsibilities, and equipment operated:

Reason for leaving: ____________________

Experience (continued)

Previous employer (Company name)				From (Mo./Yr.)	To (Mo./Yr.)
Employer's address	City	State	Zip Code	Department Supervisor	
Position title	Full-time ☐	Part-time ☐	Summer ☐	Temporary ☐	

Description of duties, responsibilities, and equipment operated:

Reason for leaving:

Previous employer (Company name)				From (Mo./Yr.)	To (Mo./Yr.)
Employer's address	City	State	Zip Code	Department Supervisor	
Position title	Full-time ☐	Part-time ☐	Summer ☐	Temporary ☐	

Description of duties, responsibilities, and equipment operated:

Reason for leaving:

Previous employer (Company name)				From (Mo./Yr.)	To (Mo./Yr.)
Employer's address	City	State	Zip Code	Department Supervisor	
Position title	Full-time ☐	Part-time ☐	Summer ☐	Temporary ☐	

Description of duties, responsibilities, and equipment operated:

Reason for leaving:

Experience (continued)

Previous employer (Company name)				From (Mo./Yr.)	To (Mo./Yr.)
Employer's address	City	State	Zip Code	Department Supervisor	
Position title	Full-time ☐	Part-time ☐	Summer ☐	Temporary ☐	

Description of duties, responsibilities, and equipment operated:

Reason for leaving: ____________________

Request additional sheets if needed or use plain paper.

References

If you included fewer than two employers on the previous pages, name a person below (other than a relative, employer or supervisor) who has known you well for at least two years.

Name and Business	Address	City	State	Zip Code	Telephone	Years Known

Certification and statement of understanding

I certify that all of the information furnished in this employment application and its addenda is true and complete to the best of my knowledge. I understand the University might investigate the information I have furnished and I realize that any misrepresentation or false information in this application can lead to withdrawal of any employment offer or termination after employment.

Signature ____________________ Date ____________

Employment Application Addendum C

State University

Last name	First name	Middle Name	Date

You must complete this addendum if you are applying for CLASSIFIED CIVIL SERVICE positions. **Yes or No**

1. Are you a citizen of the United States? . . . . ______

2. Do you now have or have you had any illnesses, injuries, or surgical procedures which might interfere with or be aggravated by the work you are seeking? (If your answer is "Yes," please give details in COMMENTS section on the reverse side of this addendum.) . . . . ______

3. Have you ever been dismissed from a position for delinquency or misconduct? (If you have, be certain to give the job and details in the EXPERIENCE section.) . . . . ______

Questions 4 and 5 are asked only with reference to the bona fide requirements of the positions(s) being sought. A "yes" answer will not jeopardize your candidacy unless the question is related to the duties of the position.

4. Are you now or have you been addicted to the use of narcotics or other habit forming drugs or alcohol? (If you have, give details in COMMENTS section.) . . . . ______

5. Have you ever been convicted of an offense against the law or forfeited collateral, or are you now under charges for any offense against the law? (You may omit (a) traffic violations for which you paid a fine of $50 or less—except if you are applying for positions involving driving: and (b) any offense committed before your 18th birthday which was finally adjudicated in a juvenile court.) . . . . ______

6. If you were in the U.S. military service, were you ever convicted by a general court martial? . . . . ______

7. If you are an honorably discharged veteran of U.S. Military Service, do you desire extra credit on your civil service examination? (If you do, you must submit your DD 214 or Honorable Discharge certificate for review before or at the time of examination.) . . . . ______

8. If you are applying for a TYPIST, STENOGRAPHER, SECRETARIAL or CLERICAL position:
   a. What is your approximate typing speed? . . . . (words per minute) ______
   b. Do you prefer an electric typewriter? . . . . ______

9. If you are applying for a STENOGRAPHER or SECRETARIAL (with shorthand) position:
   a. What is your approximate shorthand speed? . . . . (words per minute) ______
   b. What method do you use? . . . . (Gregg, Speedwriting, Stenotype) ______

10. Indicate equipment you operate (office machines, copiers, machine tools, vehicles, construction equipment electronic devices, etc) ______________________________

____

____

11. Who referred you for employment at State University?

____

(Continue on reverse)

COMMENTS

Indicate any comments you have regarding your qualifications not covered elsewhere, and details regarding questions on the reverse side (indicate the question number).

OATH OR AFFIRMATION (TO BE SIGNED BY A NOTARY PUBLIC)

I solemnly swear (or affirm) I am the individual named in this application and the information given herein is true and complete to best of my knowledge.

SIGNATURE OF APPLICANT (before notary public): ______________________________

Subscribed and duly sworn before me according to Law, by the above named applicant this

day of ____________________ **, 19** ______ **, at** ______________________________

County of ______________________________ **, and State of** ______________________________

____
Signature of Notary Public

A LOOK AT MY APPLICATION SKILLS

PART A

List your strengths in completing a job application. Which things do you do right?

PART B

List your weaknesses in completing a job application. In which areas do you need to improve?

PLANNING SHEET

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
8:00 a.m.							
9:00 a.m.							
10:00 a.m.							
11:00 a.m.							
Noon							
1:00 p.m.							
2:00 p.m.							
3:00 p.m.							
4:00 p.m.							
5:00 p.m.							
6:00 p.m.							
7:00 p.m.							
8:00 p.m.							
9:00 p.m.							

A. List two or more courses you could take that would help you to develop job skills.

1.

2.

3.

4.

B. List 10 places where you could apply for a part-time or summer job and use the skills you have developed. Be specific. For example, list "Kroger Food Store."

1.

2.

3.

4.

5.

6

7.

8.

9.

10.

C. List three types of volunteer activities you could do to develop and use job-related skills.

1.

2.

3.

INTERVIEW ASSESSMENT

PART A

Instructions: Check the category that best describes what you observed about the applicant in each interview. Then, give examples to show why you checked the words you did. For example, did you check "poor nonverbal behavior"? Then you might list, "The applicant yawned, had poor eye contact, and drummed his finger on the desk."

Clerical Applicant
Interview No. 1

- ☐ No negative behavior
- ☐ Inappropriate language
- ☐ Poor nonverbal behavior
- ☐ Inappropriate appearance
- ☐ Bad attitude

Example ______________________________

____

Clerical Applicant
Interview No. 2

- ☐ No negative behavior
- ☐ Inappropriate language
- ☐ Poor nonverbal behavior
- ☐ Inappropriate appearance
- ☐ Bad attitude

Example ______________________________

____

Clerical Applicant
Interview No. 3

- ☐ No negative behavior
- ☐ Inappropriate language
- ☐ Poor nonverbal behavior
- ☐ Inappropriate appearance
- ☐ Bad attitude

Example ______________________________

____

Retail Applicant
Interview No. 4

☐ No negative behavior
☐ Inappropriate language
☐ Poor nonverbal behavior
☐ Inappropriate appearance
☐ Bad attitude

Example ______________________________

____

Retail Applicant
Interview No. 5

☐ No negative behavior
☐ Inappropriate language
☐ Poor nonverbal behavior
☐ Inappropriate appearance
☐ Bad attitude

Example ______________________________

____

Retail Applicant
Interview No. 6

☐ No negative behavior
☐ Inappropriate language
☐ Poor nonverbal behavior
☐ Inappropriate appearance
☐ Bad attitude

Example ______________________________

____

Machine Trades Applicant
Interview No. 7

☐ No negative behavior
☐ Inappropriate language
☐ Poor nonverbal behavior
☐ Inappropriate appearance
☐ Bad attitude

Example ______________________________

____

Machine Trades Applicant
Interview No. 8

☐ No negative behavior
☐ Inappropriate language
☐ Poor nonverbal behavior
☐ Inappropriate appearance
☐ Bad attitude

Example ______________________________

____

Machine Trades Applicant
Interview No. 9

☐ No negative behavior
☐ Inappropriate language
☐ Poor nonverbal behavior
☐ Inappropriate appearance
☐ Bad attitude

Example ______________________________

____

PART B

Instructions: In this part, the five behaviors are listed under each job. What would the employers for each job find most acceptable? Least acceptable? Order the behaviors under each job heading to show how you think employers for those jobs would hire. Give the number 1 to the most acceptable behavior. Give the number 5 to the least acceptable behavior.

In making your decisions, consider the job for which the employers are hiring. For example, do you think the clerical employers would hire a person who demonstrated inappropriate appearance before they would hire someone who showed any of the other negative behaviors? If so, you would give a "1" to inappropriate appearance.

Clerical Job

_____ No negative behavior

_____ Inappropriate appearance

_____ Inappropriate language

_____ Bad attitude

_____ Poor nonverbal behavior

Machine Trade

_____ No negative behavior

_____ Inappropriate appearance

_____ Inappropriate language

_____ Bad attitude

_____ Poor nonverbal behavior

Retail Job

_____ No negative behavior

_____ Inappropriate appearance

_____ Inappropriate language

_____ Bad attitude

_____ Poor nonverbal behavior

PART C

Instructions: Check the box that best describes the explanation given in each interview. Then, give examples to show why you checked the box you did for that interview.

Clerical Applicant

Interview No. 10:

☐ Good

☐ Poor

Examples ______________________________

____

Interview No. 11:

☐ Good

☐ Poor

Examples ______________________________

____

Retail Applicant

Interview No. 12:

☐ Good

☐ Poor

Examples ______________________________

____

Interview No. 13:

☐ Good

☐ Poor

Examples ______________________________

____

Machine Trades Applicant

Interview No. 14:

☐ Good

☐ Poor

Examples ______________________________

____

Interview No. 15:

☐ Good

☐ Poor

Examples ______________________________

____

PART D

Instructions: Circle the percentage of employers you think would hire the applicants who gave a "good" and a "poor" explanation of time use while unemployed. See how accurately you can estimate how employers responded.

	Clerical	Retail	Machine Trades
"Good" explanation of a 6-month gap in employment	25% 50% 75% 100%	25% 50% 75% 100%	25% 50% 75% 100%
"Poor" explanation of a 6-month gap in employment	25% 50% 75% 100%	25% 50% 75% 100%	25% 50% 75% 100%

A LOOK AT MY INTERVIEWING SKILLS

PART A

Read the Items for Evaluating the Interview handout. List the items you are good at doing.

PART B

List the skills you most need to develop in order to interview well.

INTERVIEW PREPARATION

Instructions: Read the skills listed below. Then, under each skill, list three steps you can take to demonstrate that skill. See the example below. Be specific.

Present a positive appearance.

1. Hem black skirt to wear.
2. Polish shoes.
3. Get a haircut.

Arrive at the interview prepared and on time.

1.

2.

3.

Present a positive appearance.

1.

2.

3.

Use proper nonverbal communication.

1.

2.

3.

Communicate a positive attitude.

1.

2.

3.

Show interest in the job.

1.

2.

3.

Answer questions correctly, completely, and intelligently.

1.

2.

3.

Worksheet

1. Application Form

APPLICATION FORM

State University

State University is an EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER. Consideration was given in the development of this form to your right to individual privacy and equal opportunity. The information requested is needed to help the University assess your employment interests and qualifications and to enable us to contact you. No other use will be made of this information without your permission. The University may refuse employment consideration if this form is not filled out completely and accurately. Please print or write clearly using a pen.

Identification

Name (Last)	(First)	(Middle)	
Address (no. & street or route and box number)	(City)	(State)	(Zip Code)
Home telephone number	Business telephone number	Message telephone number	
Date of birth (see note, right)	**Note:** Please enter your date of birth only if you are under 18 years of [illegible] over 69. The University needs this information because of child lab[illegible] and retirement regulations.		

Work preferences

What type of appointment do you prefer?

☐ Full-time (40 hours/week)
☐ Part-time (less than 40 hours/week)
☐ Temporary (less than one year duration)

What type will you accept?

☐ Full-time ☐ Part-time ☐ Temporary

Which shift do you prefer?

☐ First ☐ Second
☐ Third ☐ Rotating

Which shift will you accept?

☐ First ☐ Second
☐ Third ☐ Rotating

Please indicate the type and nature of work you are applying for in order of your preference. (For example: Teaching, Administrative, Personnel, Research in chemistry.) If you are seeking Classified Civil Service employment, please list the specific titles and levels.

Minimum acceptable salary $ per ☐ Hour ☐ Week ☐ Month ☐ Year	Date available to start

Education

Please circle last year of
formal education completed: 1 2 3 4 5 6 7 8 9 10 11 12 College 1 2 3 4 5 6 7 8 Other 1 2 3 4

	Name and Location of School	From Mo/Yr	To Mo/Yr	Diploma /Degree	Program or Major Course Work	Grade Average
Last High School						
College, University, Business, Technical, or Military Schools						
Graduate School						

Experience

Please list your work experience, including any U.S. military experience. Include all employment whether full-time, part-time, summer or temporary.

Present or most recent employer (Company name)		From (Mo./Yr.)	To (Mo./Yr.)
Employer's address City State Zip Code		Department Supervisor	
Position title	Full-time ☐ Part-time ☐ Summer ☐ Temporary ☐		

Description of duties, responsibilities, and equipment operated:

Reason for leaving:

Experience (continued)

Previous employer (Company name)				From (Mo./Yr.)	To (Mo./Yr.)
Employer's address	City	State	Zip Code	Department Supervisor	
Position title	Full-time ☐	Part-time ☐	Summer ☐	Temporary ☐	
Description of duties, responsibilities, and equipment operated:					
Reason for leaving:					

Previous employer (Company name)				From (Mo./Yr.)	To (Mo./Yr.)
Employer's address	City	State	Zip Code	Department Supervisor	
Position title	Full-time ☐	Part-time ☐	Summer ☐	Temporary ☐	
Description of duties, responsibilities, and equipment operated:					
Reason for leaving:					

Previous employer (Company name)				From (Mo./Yr.)	To (Mo./Yr.)
Employer's address	City	State	Zip Code	Department Supervisor	
Position title	Full-time ☐	Part-time ☐	Summer ☐	Temporary ☐	
Description of duties, responsibilities, and equipment operated:					
Reason for leaving:					

Experience (continued)

Previous employer (Company name)				From (Mo./Yr.)	To (Mo./Yr.)
Employer's address	City	State	Zip Code	Department Supervisor	
Position title	Full-time ☐	Part-time ☐	Summer ☐	Temporary ☐	

Description of duties, responsibilities, and equipment operated:

Reason for leaving: ____________________

Request additional sheets if needed or use plain paper.

References

If you included fewer than two employers on the previous pages, name a person below (other than a relative, employer or supervisor) who has known you well for at least two years.

Name and Business	Address	City	State	Zip Code	Telephone	Years Known

Certification and statement of understanding

I certify that all of the information furnished in this employment application and its addenda is true and complete to the best of my knowledge. I understand the University might investigate the information I have furnished and I realize that any misrepresentation or false information in this application can lead to withdrawal of any employment offer or termination after employment.

Signature ____________________ Date ____________________

Employment Application Addendum C

State University

Last name	First name	Middle Name	Date

You must complete this addendum if you are applying for CLASSIFIED CIVIL SERVICE positions. **Yes or No**

1. Are you a citizen of the United States? __________

2. Do you now have or have you had any illnesses, injuries, or surgical procedures which might interfere with or be aggravated by the work you are seeking? (If your answer is "Yes," please give details in COMMENTS section on the reverse side of this addendum.) __________

3. Have you ever been dismissed from a position for delinquency or misconduct? (If you have, be certain to give the job and details in the EXPERIENCE section.) __________

Questions 4 and 5 are asked only with reference to the bona fide requirements of the positions(s) being sought. A "yes" answer will not jeopardize your candidacy unless the question is related to the duties of the position.

4. Are you now or have you been addicted to the use of narcotics or other habit forming drugs or alcohol? (If you have, give details in COMMENTS section.) __________

5. Have you ever been convicted of an offense against the law or forfeited collateral, or are you now under charges for any offense against the law? (You may omit (a) traffic violations for which you paid a fine of $50 or less—except if you are applying for positions involving driving: and (b) any offense committed before your 18th birthday which was finally adjudicated in a juvenile court.) __________

6. If you were in the U.S. military service, were you ever convicted by a general court martial? __________

7. If you are an honorably discharged veteran of U.S. Military Service, do you desire extra credit on your civil service examination? (If you do, you must submit your DD 214 or Honorable Discharge certificate for review before or at the time of examination.) __________

8. If you are applying for a TYPIST, STENOGRAPHER, SECRETARIAL or CLERICAL position:
   a. What is your approximate typing speed? (words per minute) __________
   b. Do you prefer an electric typewriter? __________

9. If you are applying for a STENOGRAPHER or SECRETARIAL (with shorthand) position:
   a. What is your approximate shorthand speed? (words per minute) __________
   b. What method do you use? (Gregg, Speedwriting, Stenotype) __________

10. Indicate equipment you operate (office machines, copiers, machine tools, vehicles, construction equipment electronic devices, etc) ______________________________

____

____

11. Who referred you for employment at State University?

____

(Continue on reverse)

COMMENTS

Indicate any comments you have regarding your qualifications not covered elsewhere, and details regarding questions on the reverse side (indicate the question number).

OATH OR AFFIRMATION (TO BE SIGNED BY A NOTARY PUBLIC)

I solemnly swear (or affirm) I am the individual named in this application and the information given herein is true and complete to best of my knowledge.

SIGNATURE OF APPLICANT (before notary public): ____________________

Subscribed and duly sworn before me according to Law, by the above named applicant this

day of ______________ **, 19** ______ **, at** ____________________

County of ____________________**, and State of** ____________________

____

Signature of Notary Public

CONNECTIONS ORDER FORM

Available by special purchase options or by individual item.

Order Number	Title	Unit Price	Purchase Options				Quantity Ordered	Extended Price
			A	B	C	D		
SP100AA	**COORDINATOR'S RESOURCES** The Connector's Guide	$ 39.95	1	1	1	1		
SP100AB	Introduction to Connections videocassette (1/2-inch VHS)	25.00	1	1	1	1		
•	Career Information in the Classroom	49.00	1	1				
SP100AC01	Dignity in the Workplace: A Labor Studies Curriculum Guide for Vocational Educators	18.50	1	1				
SP100AC02	Dignity in the Workplace: A Student's Guide to Labor Unions	7.75	1	1				
SP100AD	National Perspective on Youth Employment videocassette (1/2-inch VHS)	95.00	1	1				
SP100BA01	**EMPLOYER'S CHOICE** Resource Manual (instructor guide and black-line masters)	25.50	1	1	1			
SP100BA02	Instructor Guide (separate)	7.00						
SP100BB01	Priorities That Count student book	4.00	1	20	20			
SP100BB02	On the Job student book	7.25	1	20	20			
SP100BC	What Works in the Job Search videocassette (1/2-inch VHS)	75.00	1	1	1			
SP100CA01	**WORK SKILLS** Resource Manual (instructor guide and black-line masters)	29.95	1	1		1		
SP100CA02	Instructor Guide (separate)	4.75						
SP100CA03	Set of 13 Work Skills Modules	39.00	1					
SP100CB01	Orientation to the World of Work (pkg. of 5)	15.00		2 pkg.		2 pkg.		
SP100CB02	**Job Search Skills** Prepare for the Job Search (pkg. of 5)	15.00		2 pkg.		2 pkg.		
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